



## **Bastrop ISD 2022 – 2023 Annual Report**



# **Bastrop ISD 2022 – 2023 Annual Report**

## **Section 1**

### **2022 – 2023 Texas Academic Performance (TAPR)**

# **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: BASTROP ISD**

**District Number: 011901**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BASTROP ISD (011901) - BASTROP COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2023	76%	78%	<b>66%</b>	48%	61%	85%	-	*	*	82%	32%	74%	66%	66%	61%	56%
	2022	76%	78%	<b>66%</b>	60%	61%	81%	-	*	*	73%	30%	77%	66%	64%	59%	53%
At Meets Grade Level or Above	2023	50%	53%	<b>38%</b>	22%	31%	61%	-	*	*	54%	16%	37%	37%	39%	31%	25%
	2022	51%	56%	<b>40%</b>	40%	34%	61%	-	*	*	55%	20%	42%	42%	35%	33%	24%
At Masters Grade Level	2023	20%	23%	<b>13%</b>	9%	8%	31%	-	*	*	25%	2%	15%	13%	13%	9%	5%
	2022	30%	35%	<b>22%</b>	30%	17%	36%	-	*	*	45%	8%	12%	23%	16%	17%	11%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2023	73%	74%	<b>62%</b>	43%	57%	81%	-	*	-	76%	37%	63%	61%	65%	58%	56%
	2022	71%	72%	<b>62%</b>	45%	58%	79%	-	*	*	55%	30%	73%	64%	56%	56%	52%
At Meets Grade Level or Above	2023	45%	47%	<b>31%</b>	17%	24%	55%	-	*	-	45%	15%	46%	31%	30%	25%	20%
	2022	43%	45%	<b>32%</b>	25%	28%	50%	-	*	*	36%	14%	35%	34%	27%	26%	24%
At Masters Grade Level	2023	19%	22%	<b>9%</b>	4%	6%	25%	-	*	-	10%	4%	20%	9%	10%	6%	4%
	2022	21%	23%	<b>12%</b>	0%	9%	24%	-	*	*	18%	2%	15%	13%	9%	8%	6%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2023	77%	79%	<b>68%</b>	67%	64%	84%	*	*	*	77%	36%	73%	69%	67%	61%	54%
	2022	77%	78%	<b>64%</b>	47%	62%	75%	-	*	*	62%	20%	81%	64%	66%	60%	60%
At Meets Grade Level or Above	2023	48%	54%	<b>37%</b>	28%	31%	61%	*	*	*	46%	12%	40%	40%	30%	29%	22%
	2022	54%	57%	<b>38%</b>	16%	33%	57%	-	*	*	46%	11%	45%	37%	40%	31%	28%
At Masters Grade Level	2023	22%	27%	<b>14%</b>	22%	8%	33%	*	*	*	23%	3%	3%	14%	13%	9%	6%
	2022	28%	32%	<b>16%</b>	16%	12%	28%	-	*	*	27%	3%	19%	14%	20%	11%	8%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2023	71%	71%	<b>61%</b>	50%	57%	79%	*	*	*	58%	27%	77%	63%	59%	54%	51%
	2022	70%	69%	<b>50%</b>	21%	46%	63%	-	*	*	54%	16%	77%	51%	47%	44%	45%
At Meets Grade Level or Above	2023	48%	49%	<b>38%</b>	17%	33%	58%	*	*	*	42%	18%	60%	39%	35%	32%	31%
	2022	43%	44%	<b>25%</b>	16%	21%	38%	-	*	*	19%	5%	45%	23%	28%	19%	20%
At Masters Grade Level	2023	22%	23%	<b>13%</b>	11%	10%	24%	*	*	*	25%	4%	13%	14%	11%	10%	7%
	2022	23%	25%	<b>11%</b>	5%	8%	22%	-	*	*	15%	2%	23%	11%	13%	8%	7%
<b>Grade 5 Reading</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
**BASTROP ISD (011901) - BASTROP COUNTY**

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	<b>61%</b>	41%	59%	73%	-	100%	*	64%	12%	82%	61%	62%	56%	58%
	2022	81%	82%	<b>64%</b>	70%	59%	81%	*	*	-	71%	20%	64%	66%	58%	59%	53%
At Meets Grade Level or Above	2023	57%	60%	<b>32%</b>	18%	26%	49%	-	67%	*	52%	7%	27%	30%	35%	26%	24%
	2022	58%	61%	<b>37%</b>	26%	31%	61%	*	*	-	48%	6%	38%	39%	31%	32%	25%
At Masters Grade Level	2023	28%	33%	<b>10%</b>	6%	8%	16%	-	0%	*	32%	2%	9%	10%	10%	8%	7%
	2022	36%	41%	<b>20%</b>	4%	16%	41%	*	*	-	24%	0%	13%	22%	17%	17%	13%
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2023	80%	80%	<b>62%</b>	24%	56%	84%	-	100%	*	72%	32%	79%	62%	61%	56%	55%
	2022	77%	75%	<b>57%</b>	61%	51%	77%	*	*	-	81%	19%	60%	62%	44%	53%	51%
At Meets Grade Level or Above	2023	51%	53%	<b>30%</b>	6%	26%	47%	-	67%	*	36%	7%	48%	31%	29%	25%	23%
	2022	48%	47%	<b>26%</b>	22%	22%	42%	*	*	-	33%	7%	20%	29%	20%	22%	22%
At Masters Grade Level	2023	21%	25%	<b>10%</b>	6%	7%	22%	-	50%	*	20%	2%	15%	11%	9%	7%	6%
	2022	25%	25%	<b>10%</b>	0%	7%	20%	*	*	-	14%	2%	7%	12%	5%	7%	7%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2023	65%	67%	<b>55%</b>	24%	51%	75%	-	100%	*	58%	22%	79%	55%	56%	51%	49%
	2022	66%	67%	<b>53%</b>	39%	47%	75%	*	*	-	67%	19%	47%	58%	40%	47%	44%
At Meets Grade Level or Above	2023	36%	38%	<b>25%</b>	6%	19%	47%	-	67%	*	42%	10%	39%	24%	27%	20%	14%
	2022	38%	40%	<b>26%</b>	4%	20%	54%	*	*	-	29%	8%	22%	28%	20%	21%	17%
At Masters Grade Level	2023	16%	18%	<b>11%</b>	0%	7%	24%	-	33%	*	21%	2%	12%	10%	11%	7%	5%
	2022	18%	19%	<b>9%</b>	0%	6%	23%	*	*	-	10%	2%	2%	9%	9%	6%	6%
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2023	77%	78%	<b>56%</b>	65%	50%	79%	*	*	-	76%	18%	57%	58%	52%	52%	45%
	2022	70%	72%	<b>54%</b>	43%	47%	78%	-	*	-	65%	19%	65%	54%	53%	49%	44%
At Meets Grade Level or Above	2023	52%	56%	<b>29%</b>	22%	24%	53%	*	*	-	43%	7%	24%	31%	26%	25%	20%
	2022	43%	47%	<b>27%</b>	24%	21%	48%	-	*	-	40%	11%	39%	28%	25%	21%	18%
At Masters Grade Level	2023	22%	27%	<b>10%</b>	4%	6%	26%	*	*	-	5%	1%	7%	11%	7%	7%	4%
	2022	23%	27%	<b>12%</b>	10%	8%	25%	-	*	-	20%	2%	19%	11%	14%	7%	6%
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	76%	<b>56%</b>	48%	52%	76%	*	*	-	76%	24%	66%	57%	56%	53%	51%
	2022	73%	73%	<b>61%</b>	43%	56%	77%	-	*	-	65%	17%	65%	63%	57%	55%	54%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BASTROP ISD (011901) - BASTROP COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	42%	<b>23%</b>	17%	18%	43%	*	*	-	33%	6%	20%	24%	19%	19%	16%
	2022	39%	40%	<b>25%</b>	19%	19%	43%	-	*	-	40%	9%	19%	27%	21%	18%	16%
At Masters Grade Level	2023	16%	17%	<b>7%</b>	0%	5%	18%	*	*	-	10%	1%	2%	8%	6%	5%	5%
	2022	16%	16%	<b>9%</b>	5%	5%	21%	-	*	-	10%	1%	16%	9%	8%	5%	4%
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2023	78%	79%	<b>63%</b>	68%	57%	82%	-	100%	-	85%	26%	84%	63%	64%	63%	53%
	2022	80%	81%	<b>64%</b>	53%	59%	83%	-	100%	-	67%	20%	65%	66%	61%	63%	51%
At Meets Grade Level or Above	2023	55%	58%	<b>35%</b>	36%	27%	61%	-	100%	-	45%	10%	56%	34%	36%	34%	21%
	2022	56%	60%	<b>39%</b>	26%	32%	65%	-	80%	-	38%	6%	38%	40%	35%	37%	24%
At Masters Grade Level	2023	27%	33%	<b>13%</b>	5%	9%	27%	-	60%	-	35%	5%	24%	12%	16%	13%	7%
	2022	37%	42%	<b>22%</b>	5%	17%	43%	-	80%	-	29%	2%	19%	24%	19%	21%	11%
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2023	63%	58%	<b>34%</b>	28%	31%	46%	-	*	-	40%	14%	35%	29%	41%	33%	28%
	2022	61%	59%	<b>30%</b>	20%	27%	49%	-	*	-	32%	14%	41%	31%	29%	29%	24%
At Meets Grade Level or Above	2023	37%	32%	<b>9%</b>	6%	8%	18%	-	*	-	10%	9%	6%	6%	14%	9%	6%
	2022	31%	28%	<b>8%</b>	7%	6%	22%	-	*	-	5%	7%	6%	8%	9%	8%	6%
At Masters Grade Level	2023	11%	7%	<b>1%</b>	0%	1%	4%	-	*	-	0%	6%	0%	1%	2%	1%	1%
	2022	13%	11%	<b>1%</b>	0%	1%	3%	-	*	-	0%	2%	0%	1%	1%	1%	1%
<b>Grade 8 Reading</b>																	
At Approaches Grade Level or Above	2023	83%	84%	<b>64%</b>	60%	59%	83%	-	100%	-	70%	22%	73%	65%	63%	59%	50%
	2022	83%	83%	<b>69%</b>	50%	66%	81%	-	*	*	88%	25%	84%	70%	67%	65%	56%
At Meets Grade Level or Above	2023	58%	61%	<b>35%</b>	15%	28%	62%	-	80%	-	44%	8%	18%	36%	33%	27%	17%
	2022	58%	60%	<b>44%</b>	27%	41%	59%	-	*	*	48%	13%	20%	45%	43%	39%	29%
At Masters Grade Level	2023	28%	33%	<b>13%</b>	5%	8%	35%	-	60%	-	15%	1%	0%	14%	11%	8%	3%
	2022	37%	41%	<b>23%</b>	10%	20%	37%	-	*	*	36%	4%	4%	25%	19%	18%	10%
<b>Grade 8 Mathematics</b>																	
At Approaches Grade Level or Above	2023	76%	78%	<b>60%</b>	52%	55%	78%	-	*	-	62%	24%	67%	61%	58%	59%	54%
	2022	71%	74%	<b>63%</b>	37%	59%	76%	-	100%	*	87%	17%	60%	63%	62%	63%	54%
At Meets Grade Level or Above	2023	46%	53%	<b>34%</b>	24%	24%	66%	-	*	-	45%	12%	44%	35%	32%	33%	20%
	2022	40%	45%	<b>32%</b>	4%	30%	47%	-	83%	*	27%	12%	16%	32%	33%	34%	26%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BASTROP ISD (011901) - BASTROP COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	17%	25%	<b>12%</b>	0%	8%	25%	-	*	-	14%	3%	22%	11%	12%	11%	5%
	2022	14%	19%	<b>7%</b>	0%	5%	17%	-	50%	*	13%	5%	0%	7%	7%	8%	3%
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2023	74%	77%	<b>57%</b>	57%	52%	77%	-	80%	-	59%	27%	59%	60%	52%	51%	45%
	2022	74%	75%	<b>59%</b>	40%	54%	77%	-	*	*	76%	16%	52%	61%	53%	52%	45%
At Meets Grade Level or Above	2023	47%	54%	<b>29%</b>	19%	23%	55%	-	60%	-	30%	11%	36%	31%	25%	23%	16%
	2022	45%	49%	<b>26%</b>	13%	23%	37%	-	*	*	36%	10%	20%	26%	26%	20%	17%
At Masters Grade Level	2023	17%	23%	<b>8%</b>	0%	5%	18%	-	40%	-	4%	3%	14%	8%	6%	5%	2%
	2022	24%	28%	<b>11%</b>	0%	8%	20%	-	*	*	28%	8%	8%	10%	13%	6%	5%
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2023	62%	66%	<b>45%</b>	35%	37%	74%	-	100%	-	46%	17%	50%	47%	40%	36%	29%
	2022	61%	64%	<b>39%</b>	33%	33%	57%	-	*	*	68%	16%	40%	40%	38%	33%	23%
At Meets Grade Level or Above	2023	33%	39%	<b>16%</b>	10%	10%	38%	-	40%	-	15%	8%	9%	17%	15%	11%	5%
	2022	31%	36%	<b>14%</b>	7%	10%	25%	-	*	*	36%	11%	8%	14%	14%	9%	4%
At Masters Grade Level	2023	16%	21%	<b>6%</b>	0%	4%	16%	-	40%	-	4%	4%	0%	6%	7%	3%	1%
	2022	18%	23%	<b>6%</b>	3%	5%	10%	-	*	*	20%	5%	4%	7%	4%	3%	1%
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2023	72%	73%	<b>61%</b>	45%	57%	81%	*	100%	*	73%	20%	75%	61%	62%	57%	47%
	2022	65%	68%	<b>47%</b>	47%	44%	64%	*	*	*	56%	11%	42%	49%	42%	41%	30%
At Meets Grade Level or Above	2023	52%	56%	<b>36%</b>	26%	31%	56%	*	100%	*	50%	9%	43%	37%	33%	30%	20%
	2022	47%	52%	<b>29%</b>	27%	25%	46%	*	*	*	31%	4%	33%	30%	26%	23%	12%
At Masters Grade Level	2023	13%	18%	<b>5%</b>	0%	3%	13%	*	20%	*	15%	2%	4%	5%	6%	3%	1%
	2022	11%	13%	<b>4%</b>	2%	3%	9%	*	*	*	8%	0%	0%	4%	4%	2%	0%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2023	74%	75%	<b>60%</b>	60%	56%	76%	60%	*	*	65%	17%	73%	62%	55%	54%	39%
	2022	72%	73%	<b>59%</b>	53%	54%	74%	*	100%	*	71%	21%	64%	61%	53%	53%	37%
At Meets Grade Level or Above	2023	54%	58%	<b>37%</b>	35%	32%	58%	20%	*	*	41%	6%	47%	39%	31%	30%	15%
	2022	55%	58%	<b>41%</b>	36%	35%	61%	*	86%	*	55%	11%	43%	43%	37%	35%	17%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BASTROP ISD (011901) - BASTROP COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	9%	12%	4%	0%	3%	10%	0%	*	*	11%	0%	0%	4%	4%	2%	1%
	2022	9%	11%	5%	0%	4%	8%	*	29%	*	13%	4%	0%	5%	4%	3%	1%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2023	79%	76%	75%	68%	72%	86%	*	100%	*	79%	52%	79%	75%	75%	73%	69%
	2022	76%	72%	71%	59%	69%	79%	*	*	*	80%	44%	84%	70%	71%	67%	64%
At Meets Grade Level or Above	2023	43%	43%	36%	32%	33%	50%	*	78%	*	43%	23%	46%	37%	35%	32%	28%
	2022	43%	41%	38%	24%	36%	46%	*	*	*	52%	17%	44%	38%	37%	34%	31%
At Masters Grade Level	2023	23%	25%	14%	11%	12%	25%	*	33%	*	25%	6%	21%	14%	15%	12%	10%
	2022	27%	26%	19%	12%	16%	29%	*	*	*	23%	6%	28%	19%	18%	14%	13%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2023	88%	88%	81%	76%	78%	93%	*	100%	*	88%	54%	88%	82%	78%	78%	71%
	2022	83%	84%	74%	68%	70%	89%	*	*	*	78%	37%	94%	75%	70%	70%	61%
At Meets Grade Level or Above	2023	56%	60%	43%	30%	37%	72%	*	100%	*	59%	16%	33%	44%	42%	37%	26%
	2022	55%	59%	40%	39%	35%	65%	*	*	*	42%	8%	50%	42%	36%	33%	22%
At Masters Grade Level	2023	21%	27%	12%	0%	9%	28%	*	0%	*	29%	4%	13%	13%	12%	8%	3%
	2022	21%	26%	13%	14%	10%	24%	*	*	*	17%	2%	11%	14%	11%	9%	3%
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2023	94%	94%	89%	86%	87%	97%	100%	100%	-	92%	65%	100%	90%	88%	87%	80%
	2022	89%	90%	83%	80%	80%	93%	*	*	*	96%	56%	75%	85%	76%	77%	66%
At Meets Grade Level or Above	2023	70%	74%	58%	57%	52%	79%	60%	86%	-	67%	26%	63%	60%	53%	52%	31%
	2022	68%	72%	54%	50%	48%	75%	*	*	*	74%	29%	75%	57%	46%	44%	22%
At Masters Grade Level	2023	38%	44%	25%	21%	20%	39%	20%	43%	-	42%	8%	38%	26%	24%	20%	8%
	2022	42%	47%	27%	7%	22%	49%	*	*	*	33%	11%	25%	28%	24%	20%	6%
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2023	90%	90%	75%	63%	73%	80%	-	*	-	*	*	-	78%	52%	70%	47%
	2022	92%	93%	80%	86%	75%	87%	-	*	-	100%	*	*	80%	84%	78%	62%
At Meets Grade Level or Above	2023	61%	68%	39%	25%	35%	46%	-	*	-	*	*	-	41%	22%	30%	16%
	2022	64%	71%	36%	43%	27%	48%	-	*	-	67%	*	*	38%	11%	28%	14%

Texas Education Agency  
2022-23 STAAR Performance (TAPR)  
BASTROP ISD (011901) - BASTROP COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	12%	19%	2%	0%	1%	4%	-	*	-	*	*	-	2%	0%	0%	0%
	2022	13%	22%	2%	0%	0%	5%	-	*	-	0%	*	*	2%	0%	1%	0%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2023	76%	77%	63%	55%	59%	81%	84%	97%	67%	71%	29%	71%	64%	61%	59%	52%
	2022	74%	75%	60%	51%	56%	76%	58%	93%	65%	71%	23%	65%	62%	56%	55%	48%
At Meets Grade Level or Above	2023	49%	53%	34%	24%	28%	56%	47%	69%	27%	43%	12%	37%	35%	31%	28%	20%
	2022	48%	51%	33%	24%	28%	51%	42%	74%	18%	41%	10%	31%	34%	30%	28%	20%
At Masters Grade Level	2023	20%	24%	10%	5%	7%	23%	11%	30%	7%	18%	3%	11%	10%	10%	8%	4%
	2022	23%	26%	13%	6%	10%	24%	5%	35%	6%	20%	3%	11%	13%	12%	9%	6%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	78%	62%	56%	58%	80%	70%	100%	67%	73%	22%	73%	63%	61%	58%	49%
	2022	75%	76%	60%	52%	55%	76%	33%	94%	43%	68%	20%	68%	61%	57%	55%	46%
At Meets Grade Level or Above	2023	53%	57%	35%	26%	29%	58%	40%	74%	22%	47%	9%	35%	36%	33%	29%	20%
	2022	53%	56%	37%	28%	31%	57%	33%	74%	14%	44%	9%	37%	38%	34%	31%	21%
At Masters Grade Level	2023	20%	25%	9%	5%	6%	23%	10%	26%	0%	19%	2%	9%	9%	10%	7%	4%
	2022	25%	29%	14%	8%	11%	26%	11%	35%	0%	23%	2%	12%	14%	13%	11%	7%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	75%	61%	49%	57%	79%	*	93%	*	69%	31%	68%	62%	60%	57%	54%
	2022	72%	72%	59%	46%	56%	74%	*	88%	*	68%	23%	67%	62%	54%	55%	51%
At Meets Grade Level or Above	2023	45%	47%	30%	19%	25%	51%	*	62%	*	39%	13%	40%	31%	28%	26%	21%
	2022	42%	43%	29%	18%	25%	43%	*	67%	*	35%	11%	27%	30%	26%	24%	22%
At Masters Grade Level	2023	19%	22%	10%	5%	7%	21%	*	31%	*	15%	4%	14%	10%	10%	8%	6%
	2022	20%	22%	10%	4%	8%	20%	*	29%	*	14%	3%	13%	11%	9%	8%	6%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2023	77%	78%	67%	58%	63%	82%	*	94%	*	71%	37%	76%	68%	64%	62%	57%
	2022	76%	76%	63%	53%	59%	81%	*	100%	*	74%	26%	58%	66%	57%	58%	52%
At Meets Grade Level or Above	2023	47%	51%	34%	21%	28%	59%	*	75%	*	45%	13%	37%	35%	33%	28%	20%
	2022	47%	50%	32%	23%	27%	53%	*	88%	*	37%	9%	27%	33%	29%	26%	19%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BASTROP ISD (011901) - BASTROP COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	23%	10%	0%	7%	23%	*	25%	*	19%	3%	13%	11%	10%	7%	3%
	2022	21%	24%	11%	6%	8%	23%	*	38%	*	18%	3%	6%	11%	11%	7%	4%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2023	78%	80%	68%	65%	63%	86%	100%	100%	-	68%	40%	63%	70%	62%	62%	52%
	2022	75%	77%	62%	57%	58%	77%	*	100%	*	83%	35%	48%	64%	57%	55%	43%
At Meets Grade Level or Above	2023	52%	57%	38%	38%	31%	61%	60%	67%	-	40%	17%	23%	40%	33%	32%	16%
	2022	50%	55%	35%	28%	30%	53%	*	80%	*	56%	20%	24%	37%	30%	27%	13%
At Masters Grade Level	2023	27%	33%	16%	13%	12%	29%	20%	42%	-	22%	6%	10%	17%	15%	12%	4%
	2022	30%	35%	17%	5%	14%	32%	*	60%	*	27%	8%	9%	19%	14%	12%	4%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2023	37%	40%	24%	13%	19%	47%	-	*	-	29%	13%	33%	24%	24%	18%	14%
	2022	36%	39%	25%	25%	20%	42%	-	*	*	36%	9%	19%	26%	21%	19%	15%
Reading and Mathematics Including EOC	2023	37%	40%	24%	13%	19%	47%	-	*	-	29%	13%	33%	24%	24%	18%	14%
	2022	36%	39%	25%	25%	20%	42%	-	*	*	36%	9%	19%	26%	21%	19%	15%
Reading Including EOC	2023	50%	53%	38%	22%	31%	61%	-	*	*	54%	16%	37%	37%	39%	31%	25%
	2022	51%	56%	40%	40%	34%	61%	-	*	*	55%	20%	42%	42%	35%	33%	24%
Math Including EOC	2023	45%	47%	31%	17%	24%	55%	-	*	-	45%	15%	46%	31%	30%	25%	20%
	2022	43%	45%	32%	25%	27%	50%	-	*	*	36%	14%	35%	34%	26%	26%	24%
<b>4th Graders</b>																	
Reading and Mathematics	2023	38%	42%	26%	17%	21%	47%	*	*	*	33%	12%	30%	28%	22%	20%	17%
	2022	36%	38%	20%	11%	16%	35%	-	*	*	19%	4%	29%	18%	23%	14%	14%
Reading and Mathematics Including EOC	2023	38%	42%	26%	17%	21%	47%	*	*	*	33%	12%	30%	28%	22%	20%	17%
	2022	36%	38%	20%	11%	16%	35%	-	*	*	19%	4%	29%	18%	23%	14%	14%
Reading Including EOC	2023	48%	54%	37%	28%	31%	61%	*	*	*	46%	12%	40%	40%	30%	29%	22%
	2022	54%	57%	38%	16%	33%	57%	-	*	*	46%	11%	45%	37%	40%	31%	28%
Math Including EOC	2023	48%	50%	38%	17%	33%	58%	*	*	*	42%	18%	60%	39%	35%	32%	31%
	2022	43%	44%	25%	16%	21%	38%	-	*	*	19%	5%	45%	23%	28%	19%	20%
<b>5th Graders</b>																	
Reading and Mathematics	2023	43%	47%	22%	6%	17%	38%	-	67%	*	36%	6%	15%	22%	21%	16%	14%
	2022	41%	42%	20%	9%	15%	40%	*	*	-	19%	4%	20%	22%	14%	15%	13%



Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
**BASTROP ISD (011901) - BASTROP COUNTY**

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	43%	47%	22%	6%	17%	38%	-	67%	*	36%	6%	15%	22%	21%	16%	14%
	2022	41%	42%	20%	9%	15%	40%	*	*	-	19%	4%	20%	22%	14%	15%	13%
Reading Including EOC	2023	57%	60%	32%	18%	26%	49%	-	67%	*	52%	7%	27%	30%	35%	26%	24%
	2022	58%	61%	37%	26%	31%	61%	*	*	-	48%	6%	38%	39%	31%	32%	25%
Math Including EOC	2023	51%	53%	30%	6%	26%	47%	-	67%	*	36%	7%	48%	31%	29%	25%	23%
	2022	48%	47%	26%	22%	22%	42%	*	*	-	33%	7%	20%	29%	20%	22%	22%
<b>6th Graders</b>																	
Reading and Mathematics	2023	35%	39%	18%	13%	14%	38%	*	*	-	24%	4%	12%	20%	16%	15%	11%
	2022	31%	34%	18%	19%	13%	33%	-	*	-	25%	7%	19%	19%	15%	12%	11%
Reading and Mathematics Including EOC	2023	35%	39%	18%	13%	14%	38%	*	*	-	24%	4%	12%	20%	16%	15%	11%
	2022	31%	34%	18%	19%	13%	33%	-	*	-	25%	7%	19%	19%	15%	12%	11%
Reading Including EOC	2023	52%	56%	29%	22%	24%	53%	*	*	-	43%	7%	24%	31%	26%	25%	20%
	2022	43%	47%	27%	24%	21%	48%	-	*	-	40%	11%	39%	28%	25%	21%	18%
Math Including EOC	2023	40%	44%	23%	17%	18%	43%	*	*	-	33%	6%	20%	24%	19%	19%	16%
	2022	40%	43%	25%	19%	19%	43%	-	*	-	40%	9%	19%	27%	21%	19%	16%
<b>7th Graders</b>																	
Reading and Mathematics	2023	37%	41%	24%	14%	17%	49%	-	60%	-	35%	9%	28%	24%	24%	23%	12%
	2022	32%	34%	20%	11%	14%	40%	-	80%	-	17%	5%	12%	22%	15%	19%	11%
Reading and Mathematics Including EOC	2023	38%	44%	24%	14%	17%	49%	-	60%	-	35%	9%	28%	24%	24%	23%	12%
	2022	33%	37%	20%	11%	14%	40%	-	80%	-	17%	5%	12%	22%	15%	19%	11%
Reading Including EOC	2023	55%	58%	35%	36%	27%	61%	-	100%	-	45%	10%	56%	34%	36%	34%	21%
	2022	56%	60%	39%	26%	32%	65%	-	80%	-	38%	6%	38%	40%	35%	37%	24%
Math Including EOC	2023	43%	48%	28%	17%	20%	55%	-	60%	-	45%	11%	27%	27%	28%	27%	15%
	2022	37%	40%	26%	11%	21%	44%	-	80%	-	17%	8%	12%	28%	21%	25%	18%
<b>8th Graders</b>																	
Reading and Mathematics	2023	31%	34%	12%	6%	9%	31%	-	*	-	26%	7%	11%	11%	15%	10%	7%
	2022	27%	30%	13%	0%	14%	13%	-	*	*	0%	9%	0%	11%	17%	13%	12%
Reading and Mathematics Including EOC	2023	44%	48%	24%	5%	18%	48%	-	80%	-	35%	7%	18%	25%	21%	17%	10%
	2022	41%	44%	26%	7%	24%	36%	-	*	*	36%	10%	12%	26%	25%	21%	16%
Reading Including EOC	2023	58%	61%	35%	15%	28%	62%	-	80%	-	44%	8%	18%	36%	33%	27%	17%
	2022	58%	60%	44%	27%	41%	59%	-	*	*	48%	13%	20%	45%	43%	39%	29%



Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BASTROP ISD (011901) - BASTROP COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2023	51%	54%	<b>30%</b>	14%	23%	57%	-	80%	-	35%	11%	41%	32%	25%	22%	16%
	2022	48%	50%	<b>32%</b>	10%	29%	44%	-	*	*	52%	12%	24%	33%	30%	27%	23%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2023	37%	41%	<b>21%</b>	12%	16%	43%	*	44%	*	30%	8%	22%	22%	20%	18%	12%
	2022	34%	37%	<b>20%</b>	12%	15%	36%	*	58%	*	20%	6%	18%	20%	18%	16%	13%
Reading and Mathematics Including EOC	2023	39%	43%	<b>23%</b>	11%	17%	45%	*	55%	*	32%	8%	23%	24%	21%	18%	13%
	2022	36%	39%	<b>21%</b>	13%	17%	38%	*	55%	*	24%	6%	19%	23%	19%	17%	13%
Reading Including EOC	2023	53%	57%	<b>34%</b>	24%	28%	58%	*	73%	*	48%	10%	33%	35%	33%	29%	21%
	2022	53%	57%	<b>38%</b>	27%	32%	59%	*	70%	*	45%	11%	38%	39%	35%	33%	25%
Math Including EOC	2023	47%	49%	<b>30%</b>	15%	24%	53%	*	59%	*	39%	11%	40%	31%	28%	25%	20%
	2022	43%	45%	<b>28%</b>	17%	23%	44%	*	70%	*	32%	9%	26%	29%	24%	23%	20%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
2022-23 Progress (TAPR)  
BASTROP ISD (011901) - BASTROP COUNTY

	School Year	State	Region13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	55%	58%	51%	50%	47%	65%	*	*	*	58%	42%	52%	51%	52%	49%	44%
Grade 4 Mathematics	2023	63%	63%	61%	53%	60%	66%	*	*	*	73%	50%	74%	61%	61%	60%	60%
Grade 5 ELA/Reading	2023	65%	68%	43%	32%	41%	49%	-	90%	*	62%	23%	31%	42%	45%	42%	44%
Grade 5 Mathematics	2023	71%	73%	64%	56%	60%	75%	-	90%	*	76%	59%	69%	64%	63%	60%	60%
Grade 6 ELA/Reading	2023	51%	53%	37%	46%	34%	52%	*	*	-	45%	25%	39%	37%	38%	35%	31%
Grade 6 Mathematics	2023	54%	59%	51%	39%	49%	63%	*	*	-	55%	49%	44%	49%	56%	50%	47%
Grade 7 ELA/Reading	2023	71%	73%	59%	57%	55%	72%	-	*	-	61%	31%	78%	60%	56%	59%	51%
Grade 7 Mathematics	2023	56%	55%	40%	38%	38%	49%	-	*	-	33%	42%	38%	36%	45%	40%	34%
Grade 8 ELA/Reading	2023	63%	64%	46%	44%	42%	59%	-	70%	-	52%	38%	41%	47%	44%	42%	39%
Grade 8 Mathematics	2023	74%	73%	63%	53%	60%	72%	-	*	-	70%	49%	56%	61%	65%	62%	60%
End of Course English I	2023	57%	61%	51%	36%	49%	58%	-	*	*	69%	26%	68%	50%	55%	48%	44%
End of Course English II	2023	74%	75%	70%	74%	68%	77%	*	*	*	72%	37%	73%	72%	63%	65%	53%
End of Course Algebra I	2023	76%	78%	76%	85%	75%	80%	-	83%	*	67%	79%	86%	74%	82%	75%	75%
All Grades Both Subjects	2023	64%	66%	55%	52%	53%	65%	100%	78%	75%	63%	42%	55%	55%	56%	53%	49%
All Grades ELA/Reading	2023	63%	65%	51%	50%	48%	62%	*	76%	70%	61%	32%	51%	52%	50%	49%	43%
All Grades Mathematics	2023	66%	68%	60%	55%	58%	69%	*	81%	*	65%	54%	60%	59%	62%	58%	57%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	33%	33%	29%	43%	27%	36%	-	*	*	*	20%	20%	27%	32%	26%	24%
Grade 4 Mathematics	2023	27%	26%	22%	22%	22%	24%	-	-	*	*	7%	50%	20%	27%	21%	20%
Grade 5 ELA/Reading	2023	37%	38%	21%	30%	19%	25%	-	*	-	25%	4%	*	18%	26%	20%	25%
Grade 5 Mathematics	2023	48%	46%	34%	13%	29%	60%	-	*	*	45%	25%	33%	34%	33%	30%	31%
Grade 6 ELA/Reading	2023	26%	26%	15%	33%	13%	22%	-	-	-	57%	9%	13%	13%	17%	15%	12%
Grade 6 Mathematics	2023	35%	36%	27%	18%	26%	32%	-	-	-	40%	18%	33%	24%	31%	25%	25%
Grade 7 ELA/Reading	2023	39%	38%	28%	42%	27%	36%	-	-	-	40%	10%	57%	29%	27%	28%	25%
Grade 7 Mathematics	2023	22%	22%	11%	25%	10%	17%	-	-	-	17%	8%	0%	9%	15%	12%	8%
Grade 8 ELA/Reading	2023	39%	36%	23%	33%	23%	19%	-	-	-	0%	7%	44%	24%	21%	22%	22%
Grade 8 Mathematics	2023	49%	42%	29%	33%	31%	18%	-	*	-	27%	13%	20%	30%	29%	29%	31%
End of Course English I	2023	26%	27%	25%	0%	23%	50%	-	-	-	*	6%	*	25%	24%	23%	19%
End of Course English II	2023	41%	39%	36%	42%	35%	40%	*	-	*	30%	13%	50%	39%	29%	35%	26%
End of Course Algebra I	2023	58%	55%	65%	50%	65%	71%	-	-	-	*	55%	57%	63%	70%	65%	63%
All Grades Both Subjects	2023	38%	37%	29%	29%	27%	37%	*	*	60%	34%	15%	33%	28%	29%	27%	26%
All Grades ELA/Reading	2023	35%	35%	26%	30%	24%	33%	*	*	*	33%	10%	31%	26%	25%	25%	22%
All Grades Mathematics	2023	40%	38%	32%	28%	31%	40%	-	*	*	35%	21%	34%	31%	33%	30%	30%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**BASTROP ISD (011901) - BASTROP COUNTY**

	School Year	State	Region 13	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2023	76%	77%	<b>63%</b>	51%	51%	-	-	-	51%	51%	58%	51%	44%	56%	71%	51%	88%
	2022	74%	75%	<b>60%</b>	48%	54%	-	-	47%	48%	45%	51%	43%	49%	39%	70%	46%	83%
At Meets Grade Level or Above	2023	49%	53%	<b>34%</b>	20%	20%	-	-	-	19%	18%	27%	17%	12%	21%	43%	19%	63%
	2022	48%	51%	<b>33%</b>	19%	30%	-	-	12%	19%	17%	21%	16%	16%	18%	43%	17%	54%
At Masters Grade Level	2023	20%	24%	<b>10%</b>	5%	5%	-	-	-	5%	3%	6%	3%	2%	6%	15%	4%	15%
	2022	23%	26%	<b>13%</b>	6%	16%	-	-	2%	6%	4%	3%	4%	4%	6%	18%	5%	19%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2023	77%	78%	<b>62%</b>	51%	51%	-	-	-	51%	47%	61%	46%	47%	54%	71%	48%	91%
	2022	75%	76%	<b>60%</b>	49%	50%	-	-	45%	49%	41%	48%	37%	45%	35%	70%	43%	85%
At Meets Grade Level or Above	2023	53%	57%	<b>35%</b>	21%	21%	-	-	-	20%	17%	26%	17%	15%	18%	46%	19%	69%
	2022	53%	56%	<b>37%</b>	20%	23%	-	-	12%	21%	16%	22%	15%	15%	20%	49%	18%	67%
At Masters Grade Level	2023	20%	25%	<b>9%</b>	5%	5%	-	-	-	5%	2%	5%	2%	2%	5%	15%	3%	11%
	2022	25%	29%	<b>14%</b>	8%	17%	-	-	0%	8%	4%	3%	3%	5%	6%	20%	6%	27%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2023	75%	75%	<b>61%</b>	52%	52%	-	-	-	51%	53%	54%	53%	44%	58%	67%	53%	79%
	2022	72%	72%	<b>59%</b>	49%	58%	-	-	38%	49%	49%	55%	48%	50%	44%	66%	48%	81%
At Meets Grade Level or Above	2023	45%	47%	<b>30%</b>	21%	21%	-	-	-	20%	19%	27%	18%	12%	25%	38%	20%	48%
	2022	42%	43%	<b>29%</b>	18%	35%	-	-	11%	18%	21%	24%	21%	20%	18%	34%	19%	47%
At Masters Grade Level	2023	19%	22%	<b>10%</b>	5%	5%	-	-	-	4%	5%	7%	5%	2%	8%	14%	5%	15%
	2022	20%	22%	<b>10%</b>	5%	15%	-	-	5%	4%	5%	4%	6%	2%	8%	14%	5%	15%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2023	77%	78%	<b>67%</b>	47%	47%	-	-	-	47%	59%	58%	59%	48%	52%	74%	56%	89%
	2022	76%	76%	<b>63%</b>	42%	50%	-	-	55%	41%	50%	52%	50%	53%	41%	73%	48%	94%
At Meets Grade Level or Above	2023	47%	51%	<b>34%</b>	12%	12%	-	-	-	12%	20%	28%	20%	13%	14%	45%	18%	63%
	2022	47%	50%	<b>32%</b>	15%	50%	-	-	15%	14%	16%	7%	17%	6%	12%	42%	15%	57%
At Masters Grade Level	2023	18%	23%	<b>10%</b>	4%	4%	-	-	-	5%	3%	8%	2%	2%	0%	17%	3%	15%
	2022	21%	24%	<b>11%</b>	4%	0%	-	-	0%	4%	3%	0%	3%	0%	5%	16%	3%	17%
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2023	78%	80%	<b>68%</b>	-	-	-	-	-	-	50%	-	50%	34%	65%	76%	50%	90%
	2022	75%	77%	<b>62%</b>	65%	-	-	-	65%	-	41%	64%	38%	66%	29%	74%	41%	64%
At Meets Grade Level or Above	2023	52%	57%	<b>38%</b>	-	-	-	-	-	-	15%	-	15%	8%	29%	48%	15%	68%
	2022	50%	55%	<b>35%</b>	15%	-	-	-	15%	-	11%	0%	10%	20%	24%	48%	11%	30%
At Masters Grade Level	2023	27%	33%	<b>16%</b>	-	-	-	-	-	-	3%	-	3%	1%	6%	23%	4%	26%
	2022	30%	35%	<b>17%</b>	6%	-	-	-	6%	-	3%	0%	3%	3%	6%	26%	3%	11%
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2023	64%	66%	<b>55%</b>	46%	46%	-	-	-	45%	51%	54%	50%	46%	59%	60%	49%	71%
All Grades ELA/Reading	2023	63%	65%	<b>51%</b>	37%	38%	-	-	-	37%	46%	49%	45%	45%	54%	57%	43%	71%

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 BASTROP ISD (011901) - BASTROP COUNTY

	School Year	State	Region 13	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2023	66%	68%	<b>60%</b>	55%	54%	-	-	-	53%	57%	60%	57%	47%	64%	63%	56%	72%
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2023	38%	37%	<b>29%</b>	22%	22%	-	-	-	22%	27%	25%	28%	24%	35%	32%	26%	65%
All Grades ELA/Reading	2023	35%	35%	<b>26%</b>	19%	19%	-	-	-	19%	23%	26%	23%	24%	29%	30%	22%	74%
All Grades Mathematics	2023	40%	38%	<b>32%</b>	25%	25%	-	-	-	25%	33%	25%	34%	25%	41%	34%	30%	50%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 BASTROP ISD (011901) - BASTROP COUNTY

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	98%	<b>99%</b>	96%	99%	98%	100%	100%	94%	98%	98%	100%	99%	98%	98%	99%
Included in Accountability	93%	92%	<b>91%</b>	89%	91%	95%	95%	91%	88%	93%	91%	96%	95%	84%	91%	88%
Not Included in Accountability: Mobile	4%	4%	<b>5%</b>	7%	5%	4%	5%	6%	6%	4%	4%	2%	2%	10%	5%	5%
Not Included in Accountability: Other Exclusions	2%	2%	<b>3%</b>	0%	3%	0%	0%	3%	0%	1%	3%	1%	2%	5%	3%	6%
Not Tested	1%	2%	<b>1%</b>	4%	1%	2%	0%	0%	6%	2%	2%	0%	1%	2%	2%	1%
Absent	1%	1%	<b>1%</b>	4%	1%	1%	0%	0%	6%	2%	2%	0%	1%	2%	1%	1%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>99%</b>	95%	99%	99%	100%	100%	100%	97%	98%	100%	99%	99%	99%	100%
Included in Accountability	92%	91%	<b>90%</b>	88%	89%	95%	91%	86%	100%	92%	90%	95%	94%	82%	89%	85%
Not Included in Accountability: Mobile	4%	4%	<b>5%</b>	7%	5%	4%	9%	6%	0%	4%	4%	2%	2%	10%	5%	5%
Not Included in Accountability: Other Exclusions	3%	3%	<b>5%</b>	0%	6%	0%	0%	8%	0%	1%	5%	2%	3%	7%	5%	10%
Not Tested	1%	1%	<b>1%</b>	5%	1%	1%	0%	0%	0%	3%	2%	0%	1%	1%	1%	0%
Absent	1%	1%	<b>1%</b>	4%	1%	1%	0%	0%	0%	3%	1%	0%	1%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	<b>98%</b>	98%	99%	98%	*	100%	80%	98%	98%	100%	99%	98%	98%	99%
Included in Accountability	94%	93%	<b>92%</b>	90%	91%	94%	*	94%	80%	93%	92%	96%	96%	84%	92%	90%
Not Included in Accountability: Mobile	5%	5%	<b>5%</b>	8%	5%	4%	*	6%	0%	4%	4%	3%	2%	11%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	<b>2%</b>	1%	2%	0%	*	0%	0%	0%	1%	0%	0%	4%	2%	3%
Not Tested	1%	1%	<b>2%</b>	2%	1%	2%	*	0%	20%	2%	2%	0%	1%	2%	2%	1%
Absent	1%	1%	<b>1%</b>	2%	1%	1%	*	0%	20%	2%	2%	0%	1%	2%	1%	1%
Other	0%	0%	<b>0%</b>	0%	0%	1%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	98%	<b>98%</b>	96%	98%	98%	*	100%	*	98%	96%	100%	99%	97%	98%	98%
Included in Accountability	93%	93%	<b>93%</b>	87%	93%	95%	*	89%	*	94%	91%	99%	97%	86%	92%	92%
Not Included in Accountability: Mobile	4%	4%	<b>4%</b>	10%	4%	3%	*	11%	*	3%	4%	1%	1%	9%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	<b>1%</b>	0%	1%	0%	*	0%	*	0%	1%	0%	0%	2%	1%	2%
Not Tested	1%	2%	<b>2%</b>	4%	2%	2%	*	0%	*	2%	4%	0%	1%	3%	2%	2%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 BASTROP ISD (011901) - BASTROP COUNTY

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	2%	4%	2%	1%	*	0%	*	2%	3%	0%	1%	3%	2%	2%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	99%	98%	98%	93%	97%	98%	100%	100%	*	98%	96%	100%	98%	97%	97%	98%
Included in Accountability	94%	93%	93%	87%	93%	97%	100%	100%	*	91%	91%	100%	96%	87%	92%	91%
Not Included in Accountability: Mobile	4%	4%	3%	5%	3%	1%	0%	0%	*	5%	4%	0%	1%	8%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	0%	0%	*	2%	1%	0%	0%	3%	1%	2%
Not Tested	1%	2%	2%	7%	3%	2%	0%	0%	*	2%	4%	0%	2%	3%	3%	2%
Absent	1%	2%	2%	7%	3%	2%	0%	0%	*	2%	4%	0%	2%	3%	3%	2%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	93%	95%	95%	100%	95%	94%	-	*	-	*	*	-	96%	90%	95%	90%
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	98%	98%	97%	98%	99%	96%	92%	100%	98%	97%	99%	99%	98%	98%	99%
Included in Accountability	93%	93%	92%	91%	92%	93%	79%	87%	100%	90%	89%	93%	96%	85%	93%	91%
Not Included in Accountability: Mobile	5%	4%	5%	5%	5%	6%	17%	5%	0%	8%	7%	4%	2%	12%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	0%	0%	0%	0%	1%	1%	1%	1%	1%	2%
Not Tested	1%	2%	2%	3%	2%	1%	4%	8%	0%	2%	3%	1%	1%	2%	2%	1%
Absent	1%	1%	1%	3%	1%	1%	4%	8%	0%	2%	3%	1%	1%	2%	2%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	98%	98%	96%	98%	99%	91%	92%	100%	98%	97%	98%	99%	98%	98%	99%
Included in Accountability	92%	92%	91%	90%	90%	94%	82%	86%	100%	90%	88%	91%	94%	83%	92%	89%
Not Included in Accountability: Mobile	5%	4%	5%	6%	5%	5%	9%	6%	0%	8%	6%	5%	2%	12%	4%	4%
Not Included in Accountability: Other Exclusions	2%	2%	2%	0%	3%	0%	0%	0%	0%	0%	3%	2%	2%	3%	3%	5%
Not Tested	1%	2%	2%	4%	2%	1%	9%	8%	0%	2%	3%	2%	1%	2%	2%	1%
Absent	1%	1%	2%	3%	2%	1%	9%	8%	0%	2%	3%	2%	1%	2%	2%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	99%	97%	99%	99%	100%	96%	*	98%	99%	100%	99%	98%	99%	99%
Included in Accountability	93%	93%	93%	91%	93%	93%	80%	89%	*	90%	91%	95%	96%	85%	94%	94%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 BASTROP ISD (011901) - BASTROP COUNTY

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	6%	6%	5%	6%	20%	7%	*	8%	7%	5%	2%	12%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	0%	1%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	1%	3%	1%	1%	0%	4%	*	2%	1%	0%	1%	2%	1%	1%
Absent	1%	1%	1%	3%	1%	1%	0%	4%	*	1%	1%	0%	1%	1%	1%	1%
Other	0%	0%	1%	0%	1%	0%	0%	0%	*	1%	0%	0%	1%	1%	0%	0%
<b>Science</b>																
Assessment Participant	98%	98%	98%	95%	98%	99%	100%	89%	*	99%	96%	100%	98%	97%	97%	98%
Included in Accountability	93%	93%	93%	92%	93%	93%	80%	89%	*	93%	89%	97%	97%	86%	94%	93%
Not Included in Accountability: Mobile	4%	4%	5%	3%	4%	6%	20%	0%	*	6%	7%	3%	2%	11%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	0%	1%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	2%	5%	2%	1%	0%	11%	*	1%	4%	0%	2%	3%	3%	2%
Absent	1%	2%	2%	4%	2%	1%	0%	11%	*	1%	4%	0%	2%	3%	2%	2%
Other	0%	0%	0%	1%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	98%	98%	98%	97%	98%	99%	*	83%	*	98%	97%	97%	99%	97%	98%	98%
Included in Accountability	94%	94%	94%	95%	94%	94%	*	83%	*	91%	89%	94%	97%	87%	95%	93%
Not Included in Accountability: Mobile	4%	4%	4%	2%	4%	6%	*	0%	*	7%	8%	3%	2%	10%	2%	5%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	2%	3%	2%	1%	*	17%	*	2%	3%	3%	1%	3%	2%	2%
Absent	1%	2%	2%	3%	2%	1%	*	17%	*	2%	3%	3%	1%	3%	2%	2%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	89%	90%	87%	100%	84%	94%	-	*	-	75%	*	*	90%	61%	84%	81%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BASTROP ISD (011901) - BASTROP COUNTY

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	91.8%	<b>90.6%</b>	90.6%	90.3%	91.8%	87.8%	92.9%	88.0%	89.4%	88.5%	89.9%	90.6%
2020-21	95.0%	95.5%	<b>92.0%</b>	92.0%	91.3%	94.3%	91.7%	96.9%	92.2%	92.2%	89.6%	91.0%	90.8%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	26.8%	<b>34.8%</b>	35.5%	35.9%	30.0%	40.0%	14.0%	40.0%	41.9%	43.7%	38.1%	34.8%
2020-21	15.0%	13.2%	<b>27.7%</b>	30.4%	30.6%	18.5%	15.4%	6.8%	33.3%	27.9%	37.8%	31.8%	33.8%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2020-21	0.9%	0.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	2.2%	<b>0.2%</b>	0.0%	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.2%	0.3%	0.3%
2020-21	2.4%	2.0%	<b>0.3%</b>	0.7%	0.3%	0.1%	0.0%	0.0%	*	2.1%	0.7%	0.5%	0.6%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	91.5%	<b>97.3%</b>	100.0%	97.4%	96.0%	*	*	*	100.0%	96.1%	95.8%	95.0%
Received TxCHSE	0.3%	0.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.5%	3.3%	<b>1.5%</b>	0.0%	1.7%	1.5%	*	*	*	0.0%	1.3%	2.1%	2.8%
Dropped Out	6.4%	4.9%	<b>1.2%</b>	0.0%	0.9%	2.5%	*	*	*	0.0%	2.6%	2.1%	2.2%
Graduates and TxCHSE	90.0%	91.8%	<b>97.3%</b>	100.0%	97.4%	96.0%	*	*	*	100.0%	96.1%	95.8%	95.0%
Graduates, TxCHSE, and Continuers	93.6%	95.1%	<b>98.8%</b>	100.0%	99.1%	97.5%	*	*	*	100.0%	97.4%	97.9%	97.8%
<b>Class of 2021</b>													
Graduated	90.0%	91.7%	<b>95.9%</b>	93.8%	96.3%	96.7%	*	100.0%	*	78.9%	89.7%	96.4%	95.3%
Received TxCHSE	0.3%	0.4%	<b>0.2%</b>	0.0%	0.0%	0.0%	*	0.0%	*	10.5%	0.0%	0.4%	0.0%
Continued HS	3.9%	3.4%	<b>2.8%</b>	0.0%	3.2%	1.9%	*	0.0%	*	5.3%	5.9%	1.7%	3.1%
Dropped Out	5.8%	4.5%	<b>1.1%</b>	6.3%	0.5%	1.4%	*	0.0%	*	5.3%	4.4%	1.5%	1.6%
Graduates and TxCHSE	90.3%	92.1%	<b>96.2%</b>	93.8%	96.3%	96.7%	*	100.0%	*	89.5%	89.7%	96.8%	95.3%
Graduates, TxCHSE, and Continuers	94.2%	95.5%	<b>98.9%</b>	93.8%	99.5%	98.6%	*	100.0%	*	94.7%	95.6%	98.5%	98.4%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	93.5%	<b>98.7%</b>	93.8%	99.3%	98.6%	*	100.0%	*	88.9%	97.0%	98.1%	98.4%
Received TxCHSE	0.4%	0.5%	<b>0.4%</b>	0.0%	0.0%	0.5%	*	0.0%	*	11.1%	1.5%	0.4%	0.0%
Continued HS	1.0%	1.3%	<b>0.1%</b>	0.0%	0.2%	0.0%	*	0.0%	*	0.0%	0.0%	0.2%	0.8%
Dropped Out	6.3%	4.7%	<b>0.8%</b>	6.3%	0.5%	0.9%	*	0.0%	*	0.0%	1.5%	1.3%	0.8%
Graduates and TxCHSE	92.7%	94.0%	<b>99.0%</b>	93.8%	99.3%	99.1%	*	100.0%	*	100.0%	98.5%	98.5%	98.4%
Graduates, TxCHSE, and Continuers	93.7%	95.3%	<b>99.2%</b>	93.8%	99.5%	99.1%	*	100.0%	*	100.0%	98.5%	98.7%	99.2%



Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BASTROP ISD (011901) - BASTROP COUNTY

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Class of 2020</b>													
Graduated	92.2%	93.8%	<b>97.7%</b>	97.4%	97.8%	98.1%	*	*	*	92.9%	95.8%	96.8%	96.6%
Received TxCHSE	0.5%	0.4%	<b>0.1%</b>	0.0%	0.2%	0.0%	*	*	*	0.0%	0.0%	0.2%	0.8%
Continued HS	1.1%	1.3%	<b>0.5%</b>	0.0%	0.6%	0.5%	*	*	*	0.0%	1.4%	0.4%	0.8%
Dropped Out	6.2%	4.5%	<b>1.7%</b>	2.6%	1.5%	1.4%	*	*	*	7.1%	2.8%	2.6%	1.7%
Graduates and TxCHSE	92.7%	94.2%	<b>97.8%</b>	97.4%	97.9%	98.1%	*	*	*	92.9%	95.8%	97.0%	97.5%
Graduates, TxCHSE, and Continuers	93.8%	95.5%	<b>98.3%</b>	97.4%	98.5%	98.6%	*	*	*	92.9%	97.2%	97.4%	98.3%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	94.1%	<b>98.3%</b>	97.4%	98.5%	98.6%	*	*	*	92.9%	97.2%	97.4%	98.3%
Received TxCHSE	0.5%	0.5%	<b>0.1%</b>	0.0%	0.2%	0.0%	*	*	*	0.0%	0.0%	0.2%	0.9%
Continued HS	0.5%	0.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	4.7%	<b>1.6%</b>	2.6%	1.3%	1.4%	*	*	*	7.1%	2.8%	2.4%	0.9%
Graduates and TxCHSE	93.2%	94.6%	<b>98.4%</b>	97.4%	98.7%	98.6%	*	*	*	92.9%	97.2%	97.6%	99.1%
Graduates, TxCHSE, and Continuers	93.8%	95.3%	<b>98.4%</b>	97.4%	98.7%	98.6%	*	*	*	92.9%	97.2%	97.6%	99.1%
<b>Class of 2019</b>													
Graduated	92.6%	94.3%	<b>98.3%</b>	94.3%	98.5%	98.3%	*	100.0%	*	100.0%	94.5%	97.4%	96.6%
Received TxCHSE	0.6%	0.6%	<b>0.3%</b>	0.0%	0.2%	0.4%	*	0.0%	*	0.0%	0.0%	0.2%	0.0%
Continued HS	0.6%	0.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	4.4%	<b>1.4%</b>	5.7%	1.3%	1.3%	*	0.0%	*	0.0%	5.5%	2.4%	3.4%
Graduates and TxCHSE	93.2%	94.8%	<b>98.6%</b>	94.3%	98.7%	98.7%	*	100.0%	*	100.0%	94.5%	97.6%	96.6%
Graduates, TxCHSE, and Continuers	93.8%	95.6%	<b>98.6%</b>	94.3%	98.7%	98.7%	*	100.0%	*	100.0%	94.5%	97.6%	96.6%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	91.5%	<b>95.5%</b>	96.7%	95.5%	94.6%	*	*	*	100.0%	84.1%	94.1%	91.9%
Class of 2021	90.0%	91.7%	<b>94.9%</b>	93.8%	95.1%	95.8%	*	100.0%	*	78.9%	79.5%	95.4%	93.9%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	8.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	3.1%	<b>1.0%</b>	0.0%	1.0%	0.5%	*	*	*	3.8%	2.7%	1.5%	1.2%
Class of 2021	3.8%	5.3%	<b>3.1%</b>	0.0%	3.9%	2.0%	*	0.0%	*	0.0%	9.8%	2.9%	6.5%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	84.3%	86.4%	<b>72.7%</b>	75.9%	69.1%	83.0%	*	*	*	65.4%	54.1%	66.6%	57.3%
Class of 2021	81.9%	84.0%	<b>68.8%</b>	66.7%	65.3%	77.0%	*	83.3%	*	80.0%	39.3%	62.9%	52.8%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BASTROP ISD (011901) - BASTROP COUNTY

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	88.0%	89.4%	<b>73.7%</b>	75.9%	70.1%	83.5%	*	*	*	69.2%	56.8%	68.1%	58.5%
Class of 2021	85.7%	89.2%	<b>71.9%</b>	66.7%	69.1%	78.9%	*	83.3%	*	80.0%	49.2%	65.8%	59.3%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	1.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	3.4%	<b>1.0%</b>	0.0%	0.9%	1.5%	*	*	*	3.7%	2.4%	1.3%	1.4%
2020-21	3.8%	5.3%	<b>3.3%</b>	0.0%	4.0%	2.3%	*	0.0%	*	0.0%	9.4%	3.1%	6.5%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	84.4%	<b>69.7%</b>	68.8%	66.8%	77.9%	*	*	*	63.0%	47.6%	64.6%	67.6%
2020-21	80.4%	82.6%	<b>68.0%</b>	69.0%	64.9%	74.2%	*	83.3%	*	80.0%	37.5%	63.9%	54.0%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	86.8%	<b>70.7%</b>	68.8%	67.7%	79.4%	*	*	*	66.7%	50.0%	65.9%	69.0%
2020-21	84.1%	87.0%	<b>71.3%</b>	69.0%	68.9%	76.5%	*	83.3%	*	80.0%	46.9%	67.0%	60.5%

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
 BASTROP ISD (011901) - BASTROP COUNTY

	District Count	District Percent	State Count	State Percent
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	858	100.0%	368,686	100.0%
<b>By Ethnicity:</b>				
African American	32	3.7%	45,227	12.3%
Hispanic	588	68.5%	191,125	51.8%
White	204	23.8%	103,171	28.0%
American Indian	1	0.1%	1,159	0.3%
Asian	4	0.5%	18,794	5.1%
Pacific Islander	2	0.2%	569	0.2%
Two or More Races	27	3.1%	8,641	2.3%
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	251	29.3%	51,023	13.8%
Foundation H.S. Program (Endorsement)	9	1.0%	14,179	3.8%
Foundation H.S. Program (DLA)	598	69.7%	302,917	82.2%
Special Education Graduates	84	9.8%	32,447	8.8%
Economically Disadvantaged Graduates	475	55.4%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	142	16.6%	40,398	11.0%
At-Risk Graduates	454	52.9%	159,689	43.3%
CTE Completers	221	25.8%	107,502	29.2%

Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 BASTROP ISD (011901) - BASTROP COUNTY

Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2021-22	70.0%	70.5%	<b>48.8%</b>	43.8%	44.4%	59.8%	*	*	*	59.3%	67.9%	42.9%	32.4%
2020-21	65.2%	69.7%	<b>48.2%</b>	27.6%	44.9%	56.8%	*	83.3%	*	73.3%	64.1%	43.6%	29.0%
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2021-22	52.9%	58.7%	<b>36.4%</b>	28.1%	31.3%	49.5%	*	*	*	48.1%	3.6%	29.7%	12.7%
2020-21	52.7%	60.9%	<b>39.1%</b>	17.2%	36.0%	47.9%	*	66.7%	*	60.0%	3.1%	36.3%	11.3%
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2021-22	57.1%	66.5%	<b>44.4%</b>	40.6%	38.1%	62.3%	*	*	*	44.4%	8.3%	35.6%	14.1%
2020-21	56.1%	67.3%	<b>49.0%</b>	24.1%	44.0%	63.4%	*	66.7%	*	73.3%	4.7%	43.2%	13.7%
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2021-22	48.2%	57.3%	<b>29.5%</b>	28.1%	23.0%	46.1%	*	*	*	37.0%	1.2%	22.5%	5.6%
2020-21	45.7%	60.0%	<b>34.4%</b>	20.7%	32.2%	40.8%	*	50.0%	*	46.7%	17.2%	31.1%	16.9%
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2021-22	42.2%	51.9%	<b>27.7%</b>	28.1%	21.3%	43.6%	*	*	*	37.0%	1.2%	21.3%	4.2%
2020-21	40.4%	53.6%	<b>27.9%</b>	10.3%	23.8%	39.0%	*	50.0%	*	46.7%	3.1%	23.8%	4.8%
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2021-22	20.5%	29.0%	<b>12.8%</b>	6.3%	11.4%	16.2%	*	*	*	18.5%	0.0%	11.6%	9.2%
2020-21	21.3%	30.4%	<b>17.6%</b>	6.9%	17.3%	19.7%	*	33.3%	*	20.0%	0.0%	17.0%	6.5%
<b>Associate Degree (Annual Graduates)</b>													
2021-22	2.4%	0.7%	<b>3.7%</b>	0.0%	3.6%	4.4%	*	*	*	0.0%	0.0%	3.2%	0.0%
2020-21	2.6%	1.0%	<b>3.9%</b>	0.0%	3.6%	4.7%	*	33.3%	*	0.0%	0.0%	4.1%	0.0%
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2021-22	24.0%	21.9%	<b>22.0%</b>	15.6%	18.4%	30.9%	*	*	*	33.3%	3.6%	16.4%	2.8%
2020-21	25.9%	23.0%	<b>21.1%</b>	13.8%	17.8%	29.1%	*	66.7%	*	26.7%	0.0%	18.6%	1.6%
<b>Onramps Course Credits (Annual Graduates)</b>													
2021-22	4.4%	12.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2020-21	4.4%	13.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2021-22	33.5%	25.2%	<b>17.5%</b>	21.9%	17.9%	16.7%	*	*	*	11.1%	66.7%	17.7%	21.8%
2020-21	24.2%	19.6%	<b>11.4%</b>	10.3%	11.1%	10.8%	*	16.7%	*	26.7%	62.5%	10.0%	18.5%
<b>Approved Industry-Based Certification (Annual Graduates)</b>													
2021-22	28.0%	18.8%	<b>11.4%</b>	12.5%	11.4%	12.3%	*	*	*	3.7%	7.1%	11.8%	11.3%

Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 BASTROP ISD (011901) - BASTROP COUNTY

Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	13.3%	5.5%	0.0%	5.8%	4.2%	*	0.0%	*	20.0%	1.6%	4.9%	6.5%
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2021-22	0.7%	0.3%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2020-21	0.7%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2021-22	2.5%	2.3%	2.7%	9.4%	1.9%	3.4%	*	*	*	7.4%	25.0%	2.1%	2.8%
2020-21	2.4%	2.4%	2.8%	6.9%	2.0%	3.8%	*	16.7%	*	6.7%	21.9%	2.1%	4.0%
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2021-22	5.0%	5.5%	4.9%	6.3%	5.4%	2.5%	*	*	*	7.4%	50.0%	5.3%	10.6%
2020-21	4.4%	5.0%	3.7%	6.9%	3.8%	2.8%	*	16.7%	*	0.0%	46.9%	3.7%	9.7%

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
 BASTROP ISD (011901) - BASTROP COUNTY

	Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2021-22	22.8%	20.3%	<b>32.3%</b>	25.0%	31.1%	36.3%	*	*	*	29.6%	8.3%	26.3%	13.4%
	2020-21	25.9%	23.2%	<b>34.1%</b>	17.2%	32.4%	39.9%	*	66.7%	*	40.0%	3.1%	32.0%	10.5%
Mathematics	2021-22	18.7%	23.8%	<b>24.1%</b>	25.0%	21.3%	29.9%	*	*	*	29.6%	1.2%	20.4%	4.2%
	2020-21	19.4%	22.6%	<b>21.3%</b>	10.3%	20.5%	23.5%	*	50.0%	*	26.7%	3.1%	20.7%	6.5%
Both Subjects	2021-22	12.6%	12.4%	<b>18.9%</b>	25.0%	17.0%	21.1%	*	*	*	25.9%	1.2%	15.8%	3.5%
	2020-21	14.4%	13.6%	<b>15.6%</b>	6.9%	15.3%	16.9%	*	50.0%	*	13.3%	1.6%	14.6%	3.2%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2021-22	11.7%	11.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
	2020-21	8.6%	7.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Mathematics	2021-22	14.0%	10.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
	2020-21	10.3%	11.3%	<b>4.3%</b>	3.4%	5.6%	1.4%	*	0.0%	*	0.0%	14.1%	4.7%	10.5%
Both Subjects	2021-22	7.5%	4.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
	2020-21	4.9%	3.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2022	23.0%	27.9%	<b>15.8%</b>	18.6%	12.2%	24.4%	*	100.0%	*	17.0%	0.0%	10.5%	4.8%
	2021	21.1%	26.5%	<b>11.4%</b>	11.9%	8.1%	19.7%	*	10.0%	*	18.6%	0.6%	8.3%	2.0%
English Language Arts	2022	13.2%	15.6%	<b>4.8%</b>	6.8%	3.8%	7.5%	*	0.0%	*	4.3%	0.0%	3.1%	1.3%
	2021	12.1%	14.9%	<b>4.1%</b>	6.8%	2.6%	7.0%	*	0.0%	*	11.6%	0.0%	2.7%	0.3%
Mathematics	2022	6.9%	10.7%	<b>3.8%</b>	8.5%	3.2%	4.7%	*	0.0%	*	6.4%	0.0%	2.2%	0.0%
	2021	6.1%	9.3%	<b>3.3%</b>	3.4%	2.5%	5.4%	*	10.0%	*	4.7%	0.0%	2.1%	0.0%
Science	2022	9.6%	14.0%	<b>9.1%</b>	10.2%	6.7%	15.2%	*	16.7%	*	12.8%	0.0%	5.5%	1.3%
	2021	8.7%	13.2%	<b>6.9%</b>	6.8%	5.0%	11.5%	*	0.0%	*	14.0%	0.0%	5.0%	0.7%
Social Studies	2022	12.5%	14.7%	<b>7.9%</b>	8.5%	5.8%	12.7%	*	50.0%	*	10.6%	0.0%	4.7%	1.9%
	2021	11.6%	14.3%	<b>4.7%</b>	3.4%	3.0%	8.9%	*	0.0%	*	9.3%	0.6%	3.5%	0.3%
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2022	53.3%	69.3%	<b>33.7%</b>	9.1%	30.0%	37.8%	-	66.7%	*	62.5%	-	30.5%	44.4%
	2021	48.6%	62.1%	<b>44.5%</b>	28.6%	45.1%	44.0%	-	*	-	62.5%	*	43.2%	50.0%
English Language Arts	2022	53.2%	72.2%	<b>30.0%</b>	*	27.3%	36.7%	-	-	-	*	-	21.4%	0.0%
	2021	42.7%	57.8%	<b>39.7%</b>	*	24.1%	53.3%	-	-	-	60.0%	-	20.7%	*
Mathematics	2022	50.4%	65.1%	<b>12.5%</b>	0.0%	5.4%	26.3%	-	-	-	*	-	5.0%	-
	2021	49.4%	61.1%	<b>41.1%</b>	*	39.3%	47.8%	-	*	-	*	-	36.4%	-
Science	2022	44.7%	56.8%	<b>19.1%</b>	16.7%	13.0%	26.2%	-	*	*	33.3%	-	10.0%	0.0%
	2021	41.4%	52.1%	<b>21.6%</b>	*	12.3%	30.6%	-	-	-	50.0%	-	11.3%	*

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
 BASTROP ISD (011901) - BASTROP COUNTY

	Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	62.1%	<b>25.2%</b>	0.0%	19.4%	29.4%	-	*	-	60.0%	-	14.3%	0.0%
	2021	42.2%	59.9%	<b>43.6%</b>	*	32.4%	52.6%	-	-	-	*	*	35.1%	*
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2021-22	71.5%	72.7%	<b>71.8%</b>	75.0%	67.9%	82.4%	*	*	*	63.0%	53.5%	69.1%	64.3%
	2020-21	70.8%	81.0%	<b>64.8%</b>	65.5%	63.5%	67.6%	*	50.0%	*	73.3%	37.7%	62.0%	61.9%
At/Above Criterion for All Examinees	2021-22	32.1%	45.6%	<b>15.7%</b>	16.7%	8.8%	29.8%	-	*	*	35.3%	2.2%	9.0%	0.0%
	2020-21	32.9%	43.8%	<b>20.6%</b>	15.8%	14.9%	34.7%	*	*	*	36.4%	3.8%	13.6%	1.3%
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2021-22	1001	1062	<b>907</b>	890	868	992	-	*	*	970	761	876	773
	2020-21	1002	1044	<b>928</b>	896	886	1029	670	940	980	1031	748	884	774
English Language Arts and Writing	2021-22	506	537	<b>457</b>	463	435	507	-	*	*	498	378	442	377
	2020-21	504	526	<b>473</b>	450	450	531	340	490	480	515	373	450	384
Mathematics	2021-22	496	525	<b>449</b>	426	434	486	-	*	*	472	382	434	396
	2020-21	498	518	<b>454</b>	446	436	498	330	450	500	515	375	433	389
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2021-22	19.5	23.7	<b>20.5</b>	*	*	21.4	-	*	-	-	*	21.2	*
	2020-21	20.0	23.3	<b>21.2</b>	10.0	19.0	23.5	-	-	-	20.0	-	17.6	-
English Language Arts	2021-22	19.2	23.9	<b>20.9</b>	*	*	22.0	-	*	-	-	*	22.8	*
	2020-21	19.6	23.2	<b>21.4</b>	9.0	19.5	23.8	-	-	-	20.0	-	17.5	-
Mathematics	2021-22	19.3	22.9	<b>18.6</b>	*	*	18.7	-	*	-	-	*	18.0	*
	2020-21	19.9	23.0	<b>20.4</b>	11.0	18.5	22.7	-	-	-	18.0	-	17.1	-
Science	2021-22	19.8	23.6	<b>21.1</b>	*	*	22.4	-	*	-	-	*	20.2	*
	2020-21	20.3	23.3	<b>21.4</b>	10.0	18.5	23.9	-	-	-	21.5	-	18.1	-

Texas Education Agency  
**2022-23 Other Postsecondary Indicators (TAPR)**  
 BASTROP ISD (011901) - BASTROP COUNTY

	Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2021-22	44.2%	46.5%	<b>39.1%</b>	37.4%	35.6%	50.0%	22.2%	76.5%	40.0%	39.6%	15.7%	32.6%	23.4%
	2020-21	42.5%	45.6%	<b>43.0%</b>	41.5%	38.9%	53.7%	42.9%	73.7%	*	47.1%	17.8%	37.8%	23.1%
English Language Arts	2021-22	16.6%	18.3%	<b>16.2%</b>	14.7%	13.1%	25.0%	12.5%	52.9%	0.0%	19.6%	0.5%	12.2%	3.3%
	2020-21	16.3%	19.1%	<b>18.1%</b>	16.2%	14.6%	27.0%	0.0%	68.4%	*	20.5%	2.5%	13.7%	3.6%
Mathematics	2021-22	19.9%	22.4%	<b>12.4%</b>	12.7%	11.0%	16.2%	0.0%	27.3%	*	17.9%	2.0%	9.2%	5.0%
	2020-21	19.3%	22.1%	<b>14.1%</b>	12.8%	12.2%	19.5%	14.3%	44.4%	*	11.4%	3.4%	12.5%	5.8%
Science	2021-22	21.1%	22.6%	<b>24.0%</b>	28.2%	21.8%	30.0%	12.5%	31.3%	40.0%	24.5%	12.6%	19.6%	15.0%
	2020-21	20.6%	23.2%	<b>26.4%</b>	31.0%	23.4%	33.5%	28.6%	35.3%	*	31.6%	14.1%	23.9%	12.7%
Social Studies	2021-22	22.8%	25.0%	<b>18.8%</b>	17.7%	15.0%	29.4%	12.5%	76.5%	0.0%	22.0%	1.2%	12.7%	4.6%
	2020-21	22.8%	25.5%	<b>20.6%</b>	17.6%	16.3%	31.6%	28.6%	58.8%	*	27.2%	1.5%	14.3%	3.4%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2020-21	46.7%	44.5%	<b>31.6%</b>	44.8%	27.3%	39.4%	*	33.3%	*	53.3%	7.2%	25.9%	10.3%
	2019-20	46.1%	47.1%	<b>29.6%</b>	33.3%	23.8%	42.4%	*	60.0%	*	35.7%	11.7%	20.4%	6.8%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-



Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 BASTROP ISD (011901) - BASTROP COUNTY

	----- Membership -----				----- Enrollment -----			
	--- District ---		----- State -----		--- District ---		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	12,449	100.0%	5,504,150	100.0%	12,506	100.0%	5,518,432	100.0%
<b>Students by Grade:</b>								
Early Childhood Education	23	0.2%	17,201	0.3%	48	0.4%	25,110	0.5%
Pre-Kindergarten	505	4.1%	243,493	4.4%	505	4.0%	244,284	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	40,199	0.7%	0	0.0%	40,535	0.7%
Pre-Kindergarten: 4-year Old	505	4.1%	203,294	3.7%	505	4.0%	203,749	3.7%
Kindergarten	792	6.4%	367,180	6.7%	795	6.4%	367,633	6.7%
Grade 1	915	7.3%	399,048	7.2%	916	7.3%	399,419	7.2%
Grade 2	862	6.9%	395,639	7.2%	863	6.9%	395,969	7.2%
Grade 3	861	6.9%	393,583	7.2%	862	6.9%	393,871	7.1%
Grade 4	831	6.7%	393,765	7.2%	831	6.6%	394,020	7.1%
Grade 5	795	6.4%	395,111	7.2%	796	6.4%	395,384	7.2%
Grade 6	917	7.4%	399,341	7.3%	917	7.3%	399,557	7.2%
Grade 7	935	7.5%	409,362	7.4%	935	7.5%	409,566	7.4%
Grade 8	1,033	8.3%	425,589	7.7%	1,034	8.3%	425,758	7.7%
Grade 9	1,188	9.5%	477,875	8.7%	1,188	9.5%	478,101	8.7%
Grade 10	1,076	8.6%	436,752	7.9%	1,076	8.6%	437,002	7.9%
Grade 11	952	7.6%	385,894	7.0%	952	7.6%	386,246	7.0%
Grade 12	764	6.1%	364,317	6.6%	788	6.3%	366,512	6.6%
<b>Ethnic Distribution:</b>								
African American	345	2.8%	705,310	12.8%	352	2.8%	706,775	12.8%
Hispanic	9,238	74.2%	2,915,219	53.0%	9,263	74.1%	2,921,416	52.9%
White	2,448	19.7%	1,410,571	25.6%	2,470	19.8%	1,416,240	25.7%
American Indian	25	0.2%	17,920	0.3%	25	0.2%	17,976	0.3%
Asian	47	0.4%	280,306	5.1%	48	0.4%	280,742	5.1%
Pacific Islander	8	0.1%	8,696	0.2%	8	0.1%	8,718	0.2%
Two or More Races	338	2.7%	166,128	3.0%	340	2.7%	166,565	3.0%
<b>Sex:</b>								
Female	6,020	48.4%	2,688,496	48.8%	6,039	48.3%	2,693,780	48.8%
Male	6,429	51.6%	2,815,654	51.2%	6,467	51.7%	2,824,652	51.2%
Economically Disadvantaged	9,549	76.7%	3,415,987	62.1%	9,581	76.6%	3,421,217	62.0%
Non-Educationally Disadvantaged	2,900	23.3%	2,088,163	37.9%	2,925	23.4%	2,097,215	38.0%
Section 504 Students	1,288	10.3%	407,619	7.4%	1,289	10.3%	407,904	7.4%
EB Students/EL	5,111	41.1%	1,269,408	23.1%	5,124	41.0%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	481	3.7%	87,162	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
**BASTROP ISD (011901) - BASTROP COUNTY**

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	1,124	9.0%	302,409	5.5%	1,125	9.0%	302,615	5.5%
Foster Care	37	0.3%	13,415	0.2%	37	0.3%	13,453	0.2%
Homeless	489	3.9%	72,534	1.3%	489	3.9%	72,654	1.3%
Immigrant	257	2.1%	122,390	2.2%	258	2.1%	122,504	2.2%
Migrant	35	0.3%	13,769	0.3%	35	0.3%	13,810	0.3%
Title I	8,469	68.0%	3,555,650	64.6%	8,502	68.0%	3,563,890	64.6%
Military Connected	77	0.6%	199,203	3.6%	77	0.6%	199,325	3.6%
At-Risk	8,815	70.8%	2,935,164	53.3%	8,840	70.7%	2,938,753	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	5,028	40.4%	1,278,846	23.2%	5,036	40.3%	1,279,697	23.2%
Career and Technical Education	2,871	23.1%	1,459,380	26.5%	2,871	23.0%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	2,462	61.9%	1,203,083	72.3%	2,462	61.5%	1,203,363	72.2%
Gifted and Talented Education	901	7.2%	453,585	8.2%	901	7.2%	453,689	8.2%
Special Education	1,590	12.8%	693,061	12.6%	1,641	13.1%	702,785	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	1,590		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	863	54.3%	305,800	44.1%				
Students with Physical Disabilities	322	20.3%	138,820	20.0%				
Students with Autism	156	9.8%	107,586	15.5%				
Students with Behavioral Disabilities	240	15.1%	130,018	18.8%				
Students with Non-Categorical Early Childhood	9	0.6%	10,836	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	1,726	14.9%	893,031	16.8%				
By Ethnicity:								
African American	86	0.7%	176,665	3.3%				
Hispanic	1,223	10.6%	462,284	8.7%				
White	337	2.9%	180,620	3.4%				
American Indian	3	0.0%	3,221	0.1%				
Asian	8	0.1%	38,716	0.7%				
Pacific Islander	2	0.0%	2,067	0.0%				
Two or More Races	67	0.6%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	254	16.4%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	641	14.9%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	1,194	15.0%	604,295	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	1,414	16.3%	751,495	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 BASTROP ISD (011901) - BASTROP COUNTY

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	District	State	District	State
<b>Retention Rates by Grade:</b>				
Kindergarten	0.0%	1.5%	1.9%	4.5%
Grade 1	0.1%	2.5%	0.0%	3.6%
Grade 2	0.3%	1.6%	1.4%	2.0%
Grade 3	0.1%	0.8%	0.0%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	0.0%	0.3%	0.0%	0.4%
Grade 6	0.3%	0.3%	0.8%	0.4%
Grade 7	0.2%	0.4%	0.0%	0.5%
Grade 8	0.2%	0.4%	0.0%	0.5%
Grade 9	13.6%	8.7%	23.5%	12.6%

	---- District ----		---- State ----	
	Count	Percent	Count	Percent
<b>Data Quality:</b>				
Underreported Students	11	0.2%	7,322	0.3%

Class Size Averages by Grade and Subject  
 (Derived from teacher responsibility records):

Class Size Information	District	State
<b>Elementary:</b>		
Kindergarten	18.5	18.7
Grade 1	20.2	19.1
Grade 2	18.7	19.1
Grade 3	18.7	19.3
Grade 4	20.3	19.4
Grade 5	22.5	20.8
Grade 6	24.3	19.2
<b>Secondary:</b>		
English/Language Arts	15.1	16.2
Foreign Languages	20.8	18.8
Mathematics	17.7	17.5
Science	20.4	18.5
Social Studies	20.1	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 BASTROP ISD (011901) - BASTROP COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
Total Staff	1,424.9	100.0%	763,729.4	100.0%
Professional Staff:	1,023.2	71.8%	489,326.8	64.1%
Teachers	783.3	55.0%	371,646.7	48.7%
Professional Support	161.5	11.3%	82,878.8	10.9%
Campus Administration (School Leadership)	61.4	4.3%	25,300.5	3.3%
Central Administration	17.0	1.2%	9,500.8	1.2%
Educational Aides:	272.1	19.1%	86,185.9	11.3%
Auxiliary Staff:	129.6	9.1%	188,216.7	24.6%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	10.0	n/a	4,258.0	n/a
Part-time Librarians	1.0	n/a	646.0	n/a
Full-time Counselors	26.0	n/a	13,815.0	n/a
Part-time Counselors	0.0	n/a	1,240.0	n/a
Total Minority Staff:	506.5	35.6%	406,630.8	53.2%
<b>Teachers by Ethnicity:</b>				
African American	49.1	6.3%	44,033.4	11.8%
Hispanic	175.2	22.4%	110,015.9	29.6%
White	536.0	68.4%	203,967.5	54.9%
American Indian	1.0	0.1%	1,274.2	0.3%
Asian	6.0	0.8%	7,310.0	2.0%
Pacific Islander	0.0	0.0%	514.6	0.1%
Two or More Races	15.9	2.0%	4,531.1	1.2%
<b>Teachers by Sex:</b>				
Males	191.9	24.5%	90,752.5	24.4%
Females	591.3	75.5%	280,894.2	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	45.8	5.8%	7,591.2	2.0%
Bachelors	569.5	72.7%	268,238.6	72.2%
Masters	158.4	20.2%	92,878.9	25.0%
Doctorate	9.6	1.2%	2,938.0	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	110.1	14.1%	36,179.6	9.7%
1-5 Years Experience	241.6	30.8%	97,667.0	26.3%
6-10 Years Experience	129.3	16.5%	76,209.5	20.5%
11-20 Years Experience	163.6	20.9%	101,173.2	27.2%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 BASTROP ISD (011901) - BASTROP COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
21-30 Years Experience	112.6	14.4%	49,550.0	13.3%
Over 30 Years Experience	26.0	3.3%	10,867.4	2.9%
Number of Students per Teacher	15.9	n/a	14.8	n/a

Staff Information	District	State
<b>Experience of Campus Leadership:</b>		
Average Years Experience of Principals	5.1	6.1
Average Years Experience of Principals with District	5.1	5.3
Average Years Experience of Assistant Principals	5.2	5.2
Average Years Experience of Assistant Principals with District	4.3	4.4
Average Years Experience of Teachers:	10.5	11.0
Average Years Experience of Teachers with District:	5.7	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>		
Beginning Teachers	\$51,088	\$53,300
1-5 Years Experience	\$53,713	\$56,516
6-10 Years Experience	\$55,003	\$59,732
11-20 Years Experience	\$57,689	\$63,389
21-30 Years Experience	\$63,723	\$67,876
Over 30 Years Experience	\$71,963	\$72,560
<b>Average Actual Salaries (regular duties only):</b>		
Teachers	\$56,432	\$60,717
Professional Support	\$68,746	\$72,022
Campus Administration (School Leadership)	\$82,355	\$85,167
Central Administration	\$132,608	\$112,702
Instructional Staff Percent:	77.8%	65.1%
Turnover Rate for Teachers:	26.1%	21.4%
<b>Staff Exclusions:</b>		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	0.0	389.8
Contracted Instructional Staff:	0.0	2,105.4

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 BASTROP ISD (011901) - BASTROP COUNTY

	----- District -----		----- State -----	
Designation	Headcount	Average Payout	Headcount	Average Payout
<b>Teacher Incentive Allotment:</b>				
Recognized	-	-	5,474	\$5,974
Exemplary	-	-	4,862	\$11,898
Master	-	-	2,224	\$21,920

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	64.8	8.3%	22,050.2	5.9%
Career and Technical Education	35.6	4.5%	19,907.7	5.4%
Compensatory Education	73.8	9.4%	11,928.5	3.2%
Gifted and Talented Education	6.5	0.8%	6,181.8	1.7%
Regular Education	450.5	57.5%	262,398.5	70.6%
Special Education	96.9	12.4%	36,110.2	9.7%
Other	55.2	7.0%	13,069.7	3.5%

- Indicates there is no data for the item.

\* Indicates results are masked due to small numbers.

\*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2021-22 Financial Actual Report](#)**

(To open link in a new window, press the "Ctrl" key and click on the link.)

# **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: BASTROP ISD**

**Campus Name: BASTROP H S**

**Campus Number: 011901001**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2023	72%	61%	<b>68%</b>	50%	65%	77%	*	*	*	74%	27%	87%	66%	72%	63%	48%
	2022	65%	47%	<b>48%</b>	41%	44%	60%	*	*	*	42%	12%	54%	48%	45%	38%	29%
At Meets Grade Level or Above	2023	52%	36%	<b>42%</b>	35%	38%	53%	*	*	*	47%	14%	47%	42%	42%	35%	21%
	2022	47%	29%	<b>28%</b>	15%	25%	40%	*	*	*	17%	5%	38%	28%	26%	20%	13%
At Masters Grade Level	2023	13%	5%	<b>6%</b>	0%	5%	8%	*	*	*	11%	4%	0%	5%	7%	4%	2%
	2022	11%	4%	<b>3%</b>	0%	2%	6%	*	*	*	8%	0%	0%	3%	4%	1%	0%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2023	74%	60%	<b>65%</b>	70%	61%	75%	*	*	*	63%	24%	80%	64%	68%	58%	42%
	2022	72%	59%	<b>58%</b>	55%	52%	71%	*	*	-	67%	20%	57%	57%	60%	49%	31%
At Meets Grade Level or Above	2023	54%	37%	<b>42%</b>	35%	37%	59%	*	*	*	38%	5%	50%	43%	41%	34%	16%
	2022	55%	41%	<b>41%</b>	32%	34%	54%	*	*	-	50%	9%	43%	41%	42%	30%	15%
At Masters Grade Level	2023	9%	4%	<b>5%</b>	0%	4%	8%	*	*	*	13%	0%	0%	5%	5%	3%	1%
	2022	9%	5%	<b>4%</b>	0%	5%	4%	*	*	-	6%	7%	0%	5%	4%	3%	1%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2023	79%	75%	<b>70%</b>	63%	69%	74%	*	*	*	67%	42%	90%	68%	74%	69%	64%
	2022	76%	71%	<b>59%</b>	63%	55%	70%	*	*	*	65%	40%	100%	54%	70%	53%	49%
At Meets Grade Level or Above	2023	43%	36%	<b>30%</b>	19%	29%	35%	*	*	*	17%	18%	50%	26%	38%	29%	20%
	2022	43%	38%	<b>27%</b>	21%	23%	38%	*	*	*	35%	11%	50%	25%	31%	22%	19%
At Masters Grade Level	2023	23%	14%	<b>10%</b>	13%	9%	16%	*	*	*	0%	3%	30%	8%	16%	9%	5%
	2022	27%	19%	<b>11%</b>	11%	9%	19%	*	*	*	10%	3%	20%	10%	14%	8%	6%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2023	88%	81%	<b>84%</b>	78%	81%	93%	*	*	-	94%	60%	100%	84%	85%	82%	71%
	2022	83%	74%	<b>75%</b>	67%	72%	86%	*	*	*	68%	42%	100%	77%	72%	70%	63%
At Meets Grade Level or Above	2023	56%	43%	<b>49%</b>	33%	44%	67%	*	*	-	47%	23%	38%	49%	50%	41%	26%
	2022	55%	40%	<b>44%</b>	42%	39%	59%	*	*	*	32%	11%	67%	46%	39%	34%	26%
At Masters Grade Level	2023	21%	12%	<b>13%</b>	0%	11%	21%	*	*	-	18%	5%	15%	14%	12%	9%	3%
	2022	21%	13%	<b>15%</b>	8%	12%	23%	*	*	*	20%	1%	11%	17%	10%	10%	5%
<b>End of Course U.S. History</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	94%	89%	<b>93%</b>	100%	90%	98%	*	*	-	92%	73%	100%	92%	95%	91%	76%
	2022	89%	83%	<b>88%</b>	67%	86%	95%	*	-	*	93%	69%	*	88%	90%	84%	70%
At Meets Grade Level or Above	2023	70%	58%	<b>67%</b>	69%	58%	82%	*	*	-	67%	30%	50%	67%	66%	60%	36%
	2022	68%	54%	<b>63%</b>	47%	58%	73%	*	-	*	73%	40%	*	63%	62%	52%	24%
At Masters Grade Level	2023	38%	25%	<b>28%</b>	23%	25%	34%	*	*	-	42%	5%	17%	27%	32%	21%	12%
	2022	42%	27%	<b>35%</b>	0%	30%	52%	*	-	*	20%	19%	*	37%	28%	26%	6%
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2023	90%	75%	<b>76%</b>	*	79%	74%	-	-	-	*	*	-	77%	*	75%	*
	2022	92%	80%	<b>83%</b>	*	75%	88%	-	*	-	*	*	-	82%	100%	76%	50%
At Meets Grade Level or Above	2023	61%	39%	<b>31%</b>	*	28%	38%	-	-	-	*	*	-	32%	*	21%	*
	2022	64%	36%	<b>38%</b>	*	25%	52%	-	*	-	*	*	-	39%	33%	27%	33%
At Masters Grade Level	2023	12%	2%	<b>0%</b>	*	0%	0%	-	-	-	*	*	-	0%	*	0%	*
	2022	13%	2%	<b>2%</b>	*	0%	4%	-	*	-	*	*	-	2%	0%	0%	0%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2023	76%	63%	<b>75%</b>	69%	72%	83%	82%	100%	80%	74%	42%	91%	74%	78%	71%	58%
	2022	74%	60%	<b>65%</b>	59%	60%	77%	25%	92%	67%	65%	33%	76%	65%	66%	57%	46%
At Meets Grade Level or Above	2023	49%	34%	<b>45%</b>	36%	40%	59%	36%	93%	0%	42%	17%	46%	45%	46%	38%	22%
	2022	48%	33%	<b>39%</b>	30%	34%	53%	13%	67%	17%	38%	13%	49%	40%	38%	30%	19%
At Masters Grade Level	2023	20%	10%	<b>11%</b>	5%	9%	16%	9%	7%	0%	15%	4%	11%	10%	13%	8%	4%
	2022	23%	13%	<b>12%</b>	4%	10%	18%	0%	8%	0%	13%	5%	7%	12%	10%	8%	3%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	62%	<b>67%</b>	59%	63%	76%	60%	100%	*	67%	26%	84%	65%	70%	61%	45%
	2022	75%	60%	<b>52%</b>	47%	47%	66%	20%	100%	*	52%	16%	55%	52%	53%	43%	30%
At Meets Grade Level or Above	2023	53%	35%	<b>42%</b>	35%	38%	56%	20%	100%	*	42%	10%	48%	43%	42%	35%	18%
	2022	53%	37%	<b>34%</b>	22%	29%	47%	20%	71%	*	31%	7%	40%	34%	34%	25%	14%
At Masters Grade Level	2023	20%	9%	<b>6%</b>	0%	4%	8%	0%	20%	*	12%	2%	0%	5%	7%	3%	2%
	2022	25%	14%	<b>4%</b>	0%	3%	5%	0%	0%	*	7%	3%	0%	4%	4%	2%	1%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	61%	<b>71%</b>	67%	70%	74%	*	*	*	57%	41%	90%	71%	73%	70%	64%
	2022	72%	59%	<b>64%</b>	70%	58%	76%	*	*	*	67%	40%	100%	61%	72%	56%	49%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	45%	30%	<b>30%</b>	17%	29%	36%	*	*	*	14%	18%	50%	28%	37%	28%	19%
	2022	42%	29%	<b>29%</b>	22%	24%	43%	*	*	*	33%	12%	50%	29%	31%	23%	20%
At Masters Grade Level	2023	19%	10%	<b>8%</b>	11%	8%	10%	*	*	*	0%	3%	30%	5%	16%	8%	5%
	2022	20%	10%	<b>9%</b>	9%	7%	14%	*	*	*	10%	3%	20%	8%	13%	7%	6%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2023	77%	67%	<b>84%</b>	78%	81%	93%	*	*	-	94%	60%	100%	84%	85%	82%	71%
	2022	76%	63%	<b>75%</b>	67%	72%	86%	*	*	*	68%	42%	100%	77%	72%	70%	63%
At Meets Grade Level or Above	2023	47%	34%	<b>49%</b>	33%	44%	67%	*	*	-	47%	23%	38%	49%	50%	41%	26%
	2022	47%	32%	<b>44%</b>	42%	39%	59%	*	*	*	32%	11%	67%	46%	39%	34%	26%
At Masters Grade Level	2023	18%	10%	<b>13%</b>	0%	11%	21%	*	*	-	18%	5%	15%	14%	12%	9%	3%
	2022	21%	11%	<b>15%</b>	8%	12%	23%	*	*	*	20%	1%	11%	17%	10%	10%	5%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2023	78%	68%	<b>93%</b>	100%	90%	98%	*	*	-	92%	73%	100%	92%	95%	91%	76%
	2022	75%	62%	<b>88%</b>	67%	86%	95%	*	-	*	93%	69%	*	88%	90%	84%	70%
At Meets Grade Level or Above	2023	52%	38%	<b>67%</b>	69%	58%	82%	*	*	-	67%	30%	50%	67%	66%	60%	36%
	2022	50%	35%	<b>63%</b>	47%	58%	73%	*	-	*	73%	40%	*	63%	62%	52%	24%
At Masters Grade Level	2023	27%	16%	<b>28%</b>	23%	25%	34%	*	*	-	42%	5%	17%	27%	32%	21%	12%
	2022	30%	17%	<b>35%</b>	0%	30%	52%	*	-	*	20%	19%	*	37%	28%	26%	6%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Progress (TAPR)**  
**BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
End of Course English I	2023	57%	51%	<b>49%</b>	31%	49%	50%	-	*	-	60%	29%	80%	48%	53%	49%	37%
End of Course English II	2023	74%	70%	<b>76%</b>	81%	74%	79%	-	*	*	69%	42%	88%	76%	74%	70%	62%
End of Course Algebra I	2023	76%	76%	<b>81%</b>	94%	83%	79%	-	*	-	*	73%	89%	81%	82%	83%	83%
All Grades Both Subjects	2023	64%	55%	<b>67%</b>	67%	67%	67%	-	60%	*	63%	48%	85%	67%	68%	66%	59%
All Grades ELA/Reading	2023	63%	51%	<b>63%</b>	60%	62%	65%	-	*	*	66%	36%	83%	63%	63%	60%	49%
All Grades Mathematics	2023	66%	60%	<b>81%</b>	94%	83%	79%	-	*	-	*	73%	89%	81%	82%	83%	83%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
End of Course English I	2023	26%	25%	<b>26%</b>	0%	22%	45%	-	-	-	-	14%	*	25%	29%	24%	15%
End of Course English II	2023	41%	36%	<b>43%</b>	56%	41%	46%	-	-	*	38%	18%	*	41%	46%	40%	33%
End of Course Algebra I	2023	58%	65%	<b>57%</b>	60%	57%	62%	-	-	-	*	39%	*	56%	60%	61%	48%
All Grades Both Subjects	2023	38%	29%	<b>43%</b>	40%	41%	51%	-	-	*	33%	24%	70%	42%	46%	42%	33%
All Grades ELA/Reading	2023	35%	26%	<b>36%</b>	33%	34%	46%	-	-	*	38%	16%	67%	36%	38%	34%	26%
All Grades Mathematics	2023	40%	32%	<b>57%</b>	60%	57%	62%	-	-	-	*	39%	*	56%	60%	61%	48%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2023	76%	63%	<b>75%</b>	-	-	-	-	-	-	57%	-	57%	65%	59%	81%	57%	91%
	2022	74%	60%	<b>65%</b>	77%	-	-	-	77%	-	44%	55%	43%	-	31%	73%	43%	79%
At Meets Grade Level or Above	2023	49%	34%	<b>45%</b>	-	-	-	-	-	-	21%	-	21%	27%	18%	53%	21%	69%
	2022	48%	33%	<b>39%</b>	27%	-	-	-	27%	-	15%	21%	15%	-	10%	48%	15%	56%
At Masters Grade Level	2023	20%	10%	<b>11%</b>	-	-	-	-	-	-	3%	-	3%	2%	5%	14%	3%	16%
	2022	23%	13%	<b>12%</b>	3%	-	-	-	3%	-	3%	4%	2%	-	0%	16%	2%	12%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2023	77%	62%	<b>67%</b>	-	-	-	-	-	-	45%	-	45%	50%	35%	74%	45%	93%
	2022	75%	60%	<b>52%</b>	68%	-	-	-	68%	-	28%	51%	24%	-	17%	63%	27%	70%
At Meets Grade Level or Above	2023	53%	35%	<b>42%</b>	-	-	-	-	-	-	18%	-	18%	28%	6%	51%	17%	75%
	2022	53%	37%	<b>34%</b>	26%	-	-	-	26%	-	12%	23%	10%	-	7%	43%	11%	48%
At Masters Grade Level	2023	20%	9%	<b>6%</b>	-	-	-	-	-	-	1%	-	1%	0%	0%	7%	1%	11%
	2022	25%	14%	<b>4%</b>	0%	-	-	-	0%	-	1%	5%	0%	-	0%	5%	1%	0%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2023	75%	61%	<b>71%</b>	-	-	-	-	-	-	65%	-	65%	75%	50%	73%	64%	77%
	2022	72%	59%	<b>64%</b>	*	-	-	-	*	-	48%	*	47%	-	29%	70%	46%	78%
At Meets Grade Level or Above	2023	45%	30%	<b>30%</b>	-	-	-	-	-	-	20%	-	20%	19%	13%	33%	19%	38%
	2022	42%	29%	<b>29%</b>	*	-	-	-	*	-	16%	*	17%	-	7%	34%	15%	44%
At Masters Grade Level	2023	19%	10%	<b>8%</b>	-	-	-	-	-	-	5%	-	5%	0%	13%	9%	5%	8%
	2022	20%	10%	<b>9%</b>	*	-	-	-	*	-	3%	*	4%	-	0%	11%	3%	19%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2023	77%	67%	<b>84%</b>	-	-	-	-	-	-	69%	-	69%	72%	83%	89%	70%	95%
	2022	76%	63%	<b>75%</b>	100%	-	-	-	100%	-	61%	67%	61%	-	53%	82%	60%	89%
At Meets Grade Level or Above	2023	47%	34%	<b>49%</b>	-	-	-	-	-	-	23%	-	23%	33%	33%	57%	23%	80%
	2022	47%	32%	<b>44%</b>	40%	-	-	-	40%	-	20%	17%	20%	-	6%	54%	19%	79%
At Masters Grade Level	2023	18%	10%	<b>13%</b>	-	-	-	-	-	-	3%	-	3%	6%	0%	17%	3%	20%
	2022	21%	11%	<b>15%</b>	0%	-	-	-	0%	-	4%	0%	4%	-	0%	20%	3%	16%
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2023	78%	68%	<b>93%</b>	-	-	-	-	-	-	72%	-	72%	-	100%	98%	75%	100%
	2022	75%	62%	<b>88%</b>	*	-	-	-	*	-	72%	-	72%	-	43%	93%	68%	*
At Meets Grade Level or Above	2023	52%	38%	<b>67%</b>	-	-	-	-	-	-	33%	-	33%	-	38%	75%	34%	84%
	2022	50%	35%	<b>63%</b>	*	-	-	-	*	-	19%	-	19%	-	43%	73%	21%	*

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	16%	<b>28%</b>	-	-	-	-	-	-	11%	-	11%	-	13%	33%	11%	38%
	2022	30%	17%	<b>35%</b>	*	-	-	-	*	-	6%	-	6%	-	0%	42%	5%	*
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2023	64%	55%	<b>67%</b>	-	-	-	-	-	-	59%	-	59%	49%	50%	69%	58%	79%
All Grades ELA/Reading	2023	63%	51%	<b>63%</b>	-	-	-	-	-	-	48%	-	48%	22%	36%	66%	48%	77%
All Grades Mathematics	2023	66%	60%	<b>81%</b>	-	-	-	-	-	-	82%	-	82%	78%	*	80%	83%	88%
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2023	38%	29%	<b>43%</b>	-	-	-	-	-	-	33%	-	33%	47%	*	49%	33%	89%
All Grades ELA/Reading	2023	35%	26%	<b>36%</b>	-	-	-	-	-	-	26%	-	26%	17%	*	43%	26%	83%
All Grades Mathematics	2023	40%	32%	<b>57%</b>	-	-	-	-	-	-	48%	-	48%	67%	-	63%	48%	*

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	<b>99%</b>	98%	99%	98%	100%	100%	100%	96%	99%	100%	99%	99%	99%	99%
Included in Accountability	93%	91%	<b>91%</b>	89%	89%	96%	92%	71%	83%	92%	90%	98%	95%	79%	89%	82%
Not Included in Accountability: Mobile	4%	5%	<b>4%</b>	9%	4%	3%	8%	14%	17%	3%	3%	0%	1%	11%	4%	4%
Not Included in Accountability: Other Exclusions	2%	3%	<b>4%</b>	0%	6%	0%	0%	14%	0%	0%	6%	2%	2%	9%	5%	13%
Not Tested	1%	1%	<b>1%</b>	2%	1%	2%	0%	0%	0%	4%	1%	0%	1%	1%	1%	1%
Absent	1%	1%	<b>1%</b>	2%	1%	1%	0%	0%	0%	4%	1%	0%	1%	1%	1%	1%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>99%</b>	100%	100%	98%	100%	100%	*	96%	99%	100%	99%	99%	99%	100%
Included in Accountability	92%	90%	<b>88%</b>	92%	85%	95%	83%	56%	*	90%	86%	96%	93%	76%	86%	77%
Not Included in Accountability: Mobile	4%	5%	<b>5%</b>	8%	5%	3%	17%	11%	*	6%	3%	0%	2%	12%	5%	4%
Not Included in Accountability: Other Exclusions	3%	5%	<b>7%</b>	0%	9%	0%	0%	33%	*	0%	10%	4%	4%	12%	8%	19%
Not Tested	1%	1%	<b>1%</b>	0%	0%	2%	0%	0%	*	4%	1%	0%	1%	1%	1%	0%
Absent	1%	1%	<b>1%</b>	0%	0%	1%	0%	0%	*	4%	0%	0%	1%	0%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	1%	0%	0%	1%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>98%</b>	100%	98%	98%	*	*	*	93%	98%	100%	98%	97%	98%	98%
Included in Accountability	94%	92%	<b>91%</b>	86%	90%	94%	*	*	*	93%	94%	100%	96%	79%	91%	84%
Not Included in Accountability: Mobile	5%	5%	<b>4%</b>	14%	4%	4%	*	*	*	0%	3%	0%	2%	11%	4%	6%
Not Included in Accountability: Other Exclusions	1%	2%	<b>2%</b>	0%	4%	0%	*	*	*	0%	2%	0%	0%	8%	3%	8%
Not Tested	1%	2%	<b>2%</b>	0%	2%	2%	*	*	*	7%	2%	0%	2%	3%	2%	2%
Absent	1%	1%	<b>1%</b>	0%	1%	1%	*	*	*	7%	0%	0%	1%	2%	1%	1%
Other	0%	0%	<b>1%</b>	0%	1%	1%	*	*	*	0%	2%	0%	1%	1%	1%	1%
<b>Science</b>																
Assessment Participant	99%	98%	<b>99%</b>	100%	99%	99%	*	*	-	94%	98%	100%	99%	99%	99%	99%
Included in Accountability	93%	93%	<b>94%</b>	90%	94%	95%	*	*	-	94%	97%	100%	99%	83%	93%	90%
Not Included in Accountability: Mobile	4%	4%	<b>4%</b>	10%	3%	4%	*	*	-	0%	0%	0%	0%	11%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	<b>2%</b>	0%	2%	0%	*	*	-	0%	2%	0%	0%	5%	2%	5%
Not Tested	1%	2%	<b>1%</b>	0%	1%	1%	*	*	-	6%	2%	0%	1%	1%	1%	1%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	2%	1%	0%	1%	1%	*	*	-	6%	2%	0%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	99%	98%	98%	88%	99%	98%	*	*	*	100%	98%	100%	98%	98%	98%	98%
Included in Accountability	94%	93%	94%	81%	92%	98%	*	*	*	100%	90%	100%	98%	84%	93%	87%
Not Included in Accountability: Mobile	4%	3%	2%	6%	3%	1%	*	*	*	0%	5%	0%	0%	7%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	4%	0%	*	*	*	0%	2%	0%	0%	7%	2%	9%
Not Tested	1%	2%	2%	13%	1%	2%	*	*	*	0%	2%	0%	2%	2%	2%	2%
Absent	1%	2%	2%	13%	1%	2%	*	*	*	0%	2%	0%	2%	2%	2%	2%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	93%	95%	96%	*	94%	98%	-	-	-	*	*	-	96%	*	97%	*
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	98%	98%	93%	98%	99%	89%	92%	100%	96%	96%	98%	98%	97%	97%	99%
Included in Accountability	93%	92%	91%	80%	91%	95%	89%	92%	100%	90%	90%	93%	95%	81%	91%	89%
Not Included in Accountability: Mobile	5%	5%	5%	12%	4%	4%	0%	0%	0%	6%	5%	5%	1%	13%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	3%	0%	0%	0%	0%	0%	1%	0%	2%	3%	3%	7%
Not Tested	1%	2%	2%	7%	2%	1%	11%	8%	0%	4%	4%	2%	2%	3%	3%	1%
Absent	1%	1%	2%	7%	2%	1%	11%	8%	0%	4%	4%	2%	1%	3%	3%	1%
Other	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	98%	98%	90%	98%	99%	83%	88%	*	96%	95%	96%	98%	96%	97%	99%
Included in Accountability	92%	91%	88%	79%	87%	95%	83%	88%	*	88%	88%	87%	93%	77%	88%	82%
Not Included in Accountability: Mobile	5%	5%	5%	11%	4%	4%	0%	0%	*	8%	5%	9%	1%	13%	3%	2%
Not Included in Accountability: Other Exclusions	2%	2%	5%	0%	7%	0%	0%	0%	*	0%	2%	0%	4%	6%	6%	14%
Not Tested	1%	2%	2%	10%	2%	1%	17%	13%	*	4%	5%	4%	2%	4%	3%	1%
Absent	1%	2%	2%	8%	2%	1%	17%	13%	*	4%	5%	4%	2%	4%	3%	1%
Other	0%	0%	0%	2%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	98%	93%	98%	99%	*	*	*	96%	98%	100%	98%	97%	97%	97%
Included in Accountability	93%	93%	92%	77%	93%	95%	*	*	*	88%	92%	100%	96%	83%	91%	94%



Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	6%	5%	17%	4%	4%	*	*	*	8%	6%	0%	2%	15%	6%	4%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	2%	7%	2%	1%	*	*	*	4%	2%	0%	2%	3%	3%	3%
Absent	1%	1%	1%	7%	1%	0%	*	*	*	4%	2%	0%	2%	1%	2%	2%
Other	0%	1%	1%	0%	1%	1%	*	*	*	0%	0%	0%	1%	1%	1%	1%
<b>Science</b>																
Assessment Participant	98%	98%	98%	94%	98%	99%	*	*	*	96%	95%	100%	98%	99%	97%	98%
Included in Accountability	93%	93%	93%	77%	94%	96%	*	*	*	93%	90%	100%	96%	85%	92%	95%
Not Included in Accountability: Mobile	4%	5%	5%	16%	4%	4%	*	*	*	4%	5%	0%	2%	13%	5%	3%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	2%	6%	2%	1%	*	*	*	4%	5%	0%	2%	1%	3%	2%
Absent	1%	2%	2%	6%	2%	1%	*	*	*	4%	5%	0%	2%	1%	3%	2%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	98%	98%	99%	100%	99%	100%	*	-	*	100%	98%	*	100%	97%	98%	99%
Included in Accountability	94%	94%	96%	100%	95%	95%	*	-	*	100%	93%	*	99%	85%	97%	96%
Not Included in Accountability: Mobile	4%	4%	3%	0%	3%	5%	*	-	*	0%	4%	*	1%	11%	1%	1%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	-	*	0%	0%	*	0%	1%	1%	1%
Not Tested	2%	2%	1%	0%	1%	0%	*	-	*	0%	2%	*	0%	3%	2%	1%
Absent	1%	2%	1%	0%	1%	0%	*	-	*	0%	2%	*	0%	3%	2%	1%
Other	0%	0%	0%	0%	0%	0%	*	-	*	0%	0%	*	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	89%	87%	95%	*	94%	96%	-	*	-	*	*	-	97%	75%	92%	86%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	90.6%	<b>90.0%</b>	89.0%	89.8%	90.9%	*	94.1%	*	87.9%	87.2%	88.0%	88.8%
2020-21	95.0%	92.0%	<b>93.9%</b>	92.4%	93.1%	95.3%	*	98.6%	*	95.0%	92.1%	92.4%	91.6%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	34.8%	<b>37.1%</b>	40.4%	38.4%	33.7%	50.0%	25.0%	*	42.2%	44.8%	45.0%	42.8%
2020-21	15.0%	27.7%	<b>20.7%</b>	26.1%	24.6%	13.5%	40.0%	0.0%	*	17.8%	26.8%	27.1%	32.1%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2020-21	2.4%	0.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	97.3%	<b>99.0%</b>	100.0%	99.4%	98.2%	*	*	*	100.0%	100.0%	99.3%	100.0%
Received TxCHSE	0.3%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.5%	1.5%	<b>0.6%</b>	0.0%	0.6%	0.9%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.4%	1.2%	<b>0.3%</b>	0.0%	0.0%	0.9%	*	*	*	0.0%	0.0%	0.7%	0.0%
Graduates and TxCHSE	90.0%	97.3%	<b>99.0%</b>	100.0%	99.4%	98.2%	*	*	*	100.0%	100.0%	99.3%	100.0%
Graduates, TxCHSE, and Continuers	93.6%	98.8%	<b>99.7%</b>	100.0%	100.0%	99.1%	*	*	*	100.0%	100.0%	99.3%	100.0%
<b>Class of 2021</b>													
Graduated	90.0%	95.9%	<b>99.1%</b>	93.8%	100.0%	99.1%	*	*	*	87.5%	96.3%	98.9%	100.0%
Received TxCHSE	0.3%	0.2%	<b>0.3%</b>	0.0%	0.0%	0.0%	*	*	*	12.5%	0.0%	0.6%	0.0%
Continued HS	3.9%	2.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	5.8%	1.1%	<b>0.6%</b>	6.3%	0.0%	0.9%	*	*	*	0.0%	3.7%	0.6%	0.0%
Graduates and TxCHSE	90.3%	96.2%	<b>99.4%</b>	93.8%	100.0%	99.1%	*	*	*	100.0%	96.3%	99.4%	100.0%
Graduates, TxCHSE, and Continuers	94.2%	98.9%	<b>99.4%</b>	93.8%	100.0%	99.1%	*	*	*	100.0%	96.3%	99.4%	100.0%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	98.7%	<b>99.1%</b>	93.8%	100.0%	99.1%	*	*	*	87.5%	96.3%	98.9%	100.0%
Received TxCHSE	0.4%	0.4%	<b>0.6%</b>	0.0%	0.0%	0.9%	*	*	*	12.5%	3.7%	0.6%	0.0%
Continued HS	1.0%	0.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	0.8%	<b>0.3%</b>	6.3%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.6%	0.0%
Graduates and TxCHSE	92.7%	99.0%	<b>99.7%</b>	93.8%	100.0%	100.0%	*	*	*	100.0%	100.0%	99.4%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	99.2%	<b>99.7%</b>	93.8%	100.0%	100.0%	*	*	*	100.0%	100.0%	99.4%	100.0%

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Class of 2020</b>													
Graduated	92.2%	97.7%	<b>98.6%</b>	100.0%	98.6%	99.1%	*	*	*	92.9%	96.0%	98.1%	96.3%
Received TxCHSE	0.5%	0.1%	<b>0.4%</b>	0.0%	0.7%	0.0%	*	*	*	0.0%	0.0%	0.6%	3.7%
Continued HS	1.1%	0.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	1.7%	<b>1.1%</b>	0.0%	0.7%	0.9%	*	*	*	7.1%	4.0%	1.3%	0.0%
Graduates and TxCHSE	92.7%	97.8%	<b>98.9%</b>	100.0%	99.3%	99.1%	*	*	*	92.9%	96.0%	98.7%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	98.3%	<b>98.9%</b>	100.0%	99.3%	99.1%	*	*	*	92.9%	96.0%	98.7%	100.0%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	98.3%	<b>98.6%</b>	100.0%	98.6%	99.1%	*	*	*	92.9%	96.0%	98.1%	96.3%
Received TxCHSE	0.5%	0.1%	<b>0.4%</b>	0.0%	0.7%	0.0%	*	*	*	0.0%	0.0%	0.6%	3.7%
Continued HS	0.5%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	1.6%	<b>1.1%</b>	0.0%	0.7%	0.9%	*	*	*	7.1%	4.0%	1.3%	0.0%
Graduates and TxCHSE	93.2%	98.4%	<b>98.9%</b>	100.0%	99.3%	99.1%	*	*	*	92.9%	96.0%	98.7%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	98.4%	<b>98.9%</b>	100.0%	99.3%	99.1%	*	*	*	92.9%	96.0%	98.7%	100.0%
<b>Class of 2019</b>													
Graduated	92.6%	98.3%	<b>100.0%</b>	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%
Received TxCHSE	0.6%	0.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	0.6%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	1.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	93.2%	98.6%	<b>100.0%</b>	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	98.6%	<b>100.0%</b>	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	95.5%	<b>97.5%</b>	94.1%	97.7%	97.4%	*	*	*	100.0%	85.3%	97.2%	100.0%
Class of 2021	90.0%	94.9%	<b>98.1%</b>	93.8%	98.3%	99.1%	*	*	*	87.5%	86.7%	97.8%	97.6%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	1.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Class of 2021	3.8%	3.1%	<b>0.6%</b>	0.0%	0.0%	1.8%	*	*	*	0.0%	0.0%	0.0%	0.0%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	84.3%	72.7%	<b>89.4%</b>	100.0%	89.0%	89.2%	*	*	*	75.0%	82.8%	86.9%	86.4%
Class of 2021	81.9%	68.8%	<b>83.5%</b>	86.7%	81.7%	85.0%	*	*	*	100.0%	69.2%	82.4%	80.5%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	88.0%	73.7%	<b>89.4%</b>	100.0%	89.0%	89.2%	*	*	*	75.0%	82.8%	86.9%	86.4%
Class of 2021	85.7%	71.9%	<b>84.2%</b>	86.7%	81.7%	86.7%	*	*	*	100.0%	69.2%	82.4%	80.5%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	1.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2020-21	3.8%	3.3%	<b>0.6%</b>	0.0%	0.0%	1.7%	*	*	*	0.0%	0.0%	0.0%	0.0%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	69.7%	<b>88.8%</b>	94.1%	89.0%	88.2%	*	*	*	75.0%	77.4%	87.6%	86.4%
2020-21	80.4%	68.0%	<b>83.1%</b>	81.3%	81.6%	84.3%	*	*	*	100.0%	72.0%	83.7%	80.0%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	70.7%	<b>88.8%</b>	94.1%	89.0%	88.2%	*	*	*	75.0%	77.4%	87.6%	86.4%
2020-21	84.1%	71.3%	<b>83.7%</b>	81.3%	81.6%	86.1%	*	*	*	100.0%	72.0%	83.7%	80.0%

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	312	100.0%	858	368,686
<b>By Ethnicity:</b>				
African American	17	5.4%	32	45,227
Hispanic	173	55.4%	588	191,125
White	110	35.3%	204	103,171
American Indian	1	0.3%	1	1,159
Asian	1	0.3%	4	18,794
Pacific Islander	2	0.6%	2	569
Two or More Races	8	2.6%	27	8,641
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	35	11.2%	251	51,023
Foundation H.S. Program (Endorsement)	0	0.0%	9	14,179
Foundation H.S. Program (DLA)	277	88.8%	598	302,917
Special Education Graduates	31	9.9%	84	32,447
Economically Disadvantaged Graduates	137	43.9%	475	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	44	14.1%	142	40,398
At-Risk Graduates	145	46.5%	454	159,689

Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2021-22	70.0%	48.8%	<b>52.2%</b>	47.1%	45.7%	61.8%	*	*	*	62.5%	93.5%	43.1%	18.2%
2020-21	65.2%	48.2%	<b>46.7%</b>	31.3%	38.5%	59.1%	*	*	*	71.4%	88.0%	40.1%	25.0%
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2021-22	52.9%	36.4%	<b>35.6%</b>	23.5%	28.3%	49.1%	*	*	*	25.0%	6.5%	25.5%	9.1%
2020-21	52.7%	39.1%	<b>34.2%</b>	12.5%	25.9%	47.8%	*	*	*	57.1%	4.0%	29.7%	7.5%
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2021-22	57.1%	44.4%	<b>51.9%</b>	41.2%	43.9%	67.3%	*	*	*	37.5%	9.7%	42.3%	20.5%
2020-21	56.1%	49.0%	<b>54.2%</b>	12.5%	48.9%	67.8%	*	*	*	71.4%	8.0%	47.1%	20.0%
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2021-22	48.2%	29.5%	<b>31.7%</b>	23.5%	22.5%	47.3%	*	*	*	25.0%	3.2%	23.4%	9.1%
2020-21	45.7%	34.4%	<b>26.3%</b>	12.5%	19.5%	38.3%	*	*	*	28.6%	4.0%	20.3%	5.0%
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2021-22	42.2%	27.7%	<b>30.1%</b>	23.5%	20.8%	45.5%	*	*	*	25.0%	3.2%	21.9%	6.8%
2020-21	40.4%	27.9%	<b>24.8%</b>	6.3%	17.8%	37.4%	*	*	*	28.6%	4.0%	19.2%	5.0%
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2021-22	20.5%	12.8%	<b>9.3%</b>	5.9%	5.2%	15.5%	*	*	*	12.5%	0.0%	3.6%	4.5%
2020-21	21.3%	17.6%	<b>10.7%</b>	6.3%	6.9%	18.3%	*	*	*	0.0%	0.0%	9.3%	2.5%
<b>Associate Degree (Annual Graduates)</b>													
2021-22	2.4%	3.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2020-21	2.6%	3.9%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2021-22	24.0%	22.0%	<b>16.7%</b>	5.9%	13.3%	23.6%	*	*	*	12.5%	6.5%	8.8%	2.3%
2020-21	25.9%	21.1%	<b>18.5%</b>	12.5%	11.5%	28.7%	*	*	*	28.6%	0.0%	12.8%	0.0%
<b>Onramps Course Credits (Annual Graduates)</b>													
2021-22	4.4%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2020-21	4.4%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2021-22	33.5%	17.5%	<b>24.7%</b>	35.3%	24.3%	22.7%	*	*	*	37.5%	90.3%	23.4%	9.1%
2020-21	24.2%	11.4%	<b>16.0%</b>	18.8%	15.5%	14.8%	*	*	*	28.6%	84.0%	15.1%	17.5%
<b>Approved Industry-Based Certification (Annual Graduates)</b>													
2021-22	28.0%	11.4%	<b>16.0%</b>	17.6%	15.0%	17.3%	*	*	*	12.5%	9.7%	16.8%	2.3%

Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	5.5%	<b>7.2%</b>	0.0%	7.5%	6.1%	*	*	*	28.6%	0.0%	7.0%	2.5%
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2021-22	0.7%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2020-21	0.7%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2021-22	2.5%	2.7%	<b>3.5%</b>	17.6%	1.2%	3.6%	*	*	*	25.0%	29.0%	1.5%	2.3%
2020-21	2.4%	2.8%	<b>4.4%</b>	12.5%	2.9%	5.2%	*	*	*	0.0%	28.0%	3.5%	2.5%
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2021-22	5.0%	4.9%	<b>7.7%</b>	11.8%	8.7%	3.6%	*	*	*	25.0%	77.4%	7.3%	6.8%
2020-21	4.4%	3.7%	<b>5.6%</b>	12.5%	6.3%	3.5%	*	*	*	0.0%	72.0%	6.4%	15.0%

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2021-22	22.8%	32.3%	<b>30.1%</b>	17.6%	31.2%	32.7%	*	*	*	0.0%	9.7%	23.4%	20.5%
	2020-21	25.9%	34.1%	<b>39.8%</b>	12.5%	37.9%	47.0%	*	*	*	42.9%	4.0%	36.0%	15.0%
Mathematics	2021-22	18.7%	24.1%	<b>19.9%</b>	17.6%	17.9%	22.7%	*	*	*	12.5%	3.2%	18.2%	4.5%
	2020-21	19.4%	21.3%	<b>15.4%</b>	6.3%	12.6%	20.0%	*	*	*	14.3%	4.0%	11.6%	2.5%
Both Subjects	2021-22	12.6%	18.9%	<b>12.2%</b>	17.6%	11.6%	12.7%	*	*	*	0.0%	3.2%	9.5%	4.5%
	2020-21	14.4%	15.6%	<b>12.2%</b>	6.3%	10.9%	15.7%	*	*	*	0.0%	4.0%	9.3%	2.5%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2021-22	11.7%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
	2020-21	8.6%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Mathematics	2021-22	14.0%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
	2020-21	10.3%	4.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Both Subjects	2021-22	7.5%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
	2020-21	4.9%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2022	23.0%	15.8%	<b>16.8%</b>	15.2%	12.2%	24.9%	*	*	*	5.3%	0.0%	10.9%	1.1%
	2021	21.1%	11.4%	<b>12.6%</b>	13.9%	7.7%	19.5%	*	20.0%	*	21.4%	0.0%	8.0%	3.3%
English Language Arts	2022	13.2%	4.8%	<b>6.4%</b>	9.1%	5.7%	7.9%	*	*	*	0.0%	0.0%	4.6%	1.1%
	2021	12.1%	4.1%	<b>4.4%</b>	8.3%	2.5%	6.8%	*	0.0%	*	7.1%	0.0%	3.0%	1.1%
Mathematics	2022	6.9%	3.8%	<b>2.6%</b>	3.0%	2.4%	3.1%	*	*	*	0.0%	0.0%	1.0%	0.0%
	2021	6.1%	3.3%	<b>2.9%</b>	2.8%	1.6%	4.7%	*	20.0%	*	0.0%	0.0%	1.1%	0.0%
Science	2022	9.6%	9.1%	<b>10.7%</b>	6.1%	7.3%	16.6%	*	*	*	5.3%	0.0%	5.9%	0.0%
	2021	8.7%	6.9%	<b>8.0%</b>	8.3%	5.8%	11.4%	*	0.0%	*	14.3%	0.0%	5.2%	2.2%
Social Studies	2022	12.5%	7.9%	<b>4.7%</b>	0.0%	4.3%	6.6%	*	*	*	0.0%	0.0%	2.3%	0.0%
	2021	11.6%	4.7%	<b>3.0%</b>	2.8%	1.6%	5.1%	*	0.0%	*	7.1%	0.0%	2.8%	1.1%
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2022	53.3%	33.7%	<b>27.3%</b>	20.0%	17.8%	35.1%	-	*	*	*	-	15.2%	*
	2021	48.6%	44.5%	<b>33.7%</b>	20.0%	32.1%	39.1%	-	*	-	*	-	31.0%	*
English Language Arts	2022	53.2%	30.0%	<b>28.6%</b>	*	28.6%	33.3%	-	-	-	-	-	7.1%	*
	2021	42.7%	39.7%	<b>31.0%</b>	*	22.2%	37.5%	-	-	-	*	-	27.3%	*
Mathematics	2022	50.4%	12.5%	<b>17.6%</b>	*	11.1%	28.6%	-	-	-	-	-	*	-
	2021	49.4%	41.1%	<b>31.6%</b>	*	16.7%	36.4%	-	*	-	-	-	*	-
Science	2022	44.7%	19.1%	<b>24.3%</b>	*	18.5%	26.3%	-	*	*	*	-	16.7%	-
	2021	41.4%	21.6%	<b>18.9%</b>	*	14.3%	25.9%	-	-	-	*	-	15.8%	*



Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	25.2%	<b>19.4%</b>	-	31.3%	6.7%	-	-	-	-	-	28.6%	-
	2021	42.2%	43.6%	<b>40.0%</b>	*	50.0%	33.3%	-	-	-	*	-	30.0%	*
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2021-22	71.5%	71.8%	<b>97.1%</b>	100.0%	96.0%	99.1%	*	*	*	100.0%	84.8%	100.0%	86.4%
	2020-21	70.8%	64.8%	<b>74.9%</b>	87.5%	73.0%	76.5%	*	*	*	85.7%	46.4%	76.9%	72.5%
At/Above Criterion for All Examinees	2021-22	32.1%	15.7%	<b>15.2%</b>	11.8%	6.6%	28.4%	-	*	*	12.5%	3.6%	5.8%	0.0%
	2020-21	32.9%	20.6%	<b>20.1%</b>	7.1%	14.2%	31.8%	*	*	*	16.7%	7.7%	13.5%	3.4%
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2021-22	1001	907	<b>900</b>	849	854	978	-	*	*	904	761	856	768
	2020-21	1002	928	<b>925</b>	844	875	1010	670	875	980	953	760	881	770
English Language Arts and Writing	2021-22	506	457	<b>454</b>	434	428	497	-	*	*	470	379	436	381
	2020-21	504	473	<b>475</b>	414	449	523	340	460	480	475	381	452	386
Mathematics	2021-22	496	449	<b>446</b>	416	426	481	-	*	*	434	383	420	387
	2020-21	498	454	<b>450</b>	430	426	487	330	415	500	478	379	429	384
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2021-22	19.5	20.5	<b>19.5</b>	*	*	19.2	-	*	-	-	*	*	*
	2020-21	20.0	21.2	<b>18.9</b>	10.0	18.5	22.8	-	-	-	13.0	-	17.3	-
English Language Arts	2021-22	19.2	20.9	<b>19.9</b>	*	*	19.4	-	*	-	-	*	*	*
	2020-21	19.6	21.4	<b>18.8</b>	9.0	19.8	22.9	-	-	-	10.5	-	17.3	-
Mathematics	2021-22	19.3	18.6	<b>17.8</b>	*	*	16.6	-	*	-	-	*	*	*
	2020-21	19.9	20.4	<b>19.0</b>	11.0	19.0	22.0	-	-	-	15.0	-	17.5	-
Science	2021-22	19.8	21.1	<b>20.2</b>	*	*	21.2	-	*	-	-	*	*	*
	2020-21	20.3	21.4	<b>18.8</b>	10.0	15.5	23.3	-	-	-	16.0	-	17.3	-

Texas Education Agency  
**2022-23 Other Postsecondary Indicators (TAPR)**  
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2021-22	44.2%	39.1%	<b>38.9%</b>	31.5%	35.7%	46.6%	40.0%	57.1%	*	27.8%	20.5%	29.8%	22.4%
	2020-21	42.5%	43.0%	<b>43.3%</b>	35.3%	39.0%	51.2%	60.0%	57.1%	*	43.6%	22.3%	36.0%	25.8%
English Language Arts	2021-22	16.6%	16.2%	<b>10.0%</b>	7.0%	7.0%	16.2%	20.0%	14.3%	*	7.5%	0.0%	5.4%	1.0%
	2020-21	16.3%	18.1%	<b>12.1%</b>	6.2%	8.3%	19.3%	0.0%	42.9%	*	10.3%	0.6%	6.5%	1.2%
Mathematics	2021-22	19.9%	12.4%	<b>11.7%</b>	10.8%	10.5%	14.3%	0.0%	*	*	13.0%	2.5%	7.5%	2.2%
	2020-21	19.3%	14.1%	<b>11.2%</b>	9.1%	7.7%	17.4%	20.0%	50.0%	*	5.4%	2.5%	8.5%	3.3%
Science	2021-22	21.1%	24.0%	<b>25.9%</b>	25.0%	24.5%	29.7%	20.0%	14.3%	*	17.3%	19.5%	21.4%	16.1%
	2020-21	20.6%	26.4%	<b>30.9%</b>	30.4%	28.6%	34.5%	40.0%	50.0%	*	29.7%	22.3%	28.9%	23.3%
Social Studies	2021-22	22.8%	18.8%	<b>16.1%</b>	5.7%	12.6%	24.3%	20.0%	57.1%	*	9.3%	0.6%	8.6%	3.9%
	2020-21	22.8%	20.6%	<b>18.4%</b>	8.2%	13.6%	27.9%	40.0%	42.9%	*	16.2%	1.2%	9.7%	2.0%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2020-21	46.7%	31.6%	<b>32.3%</b>	43.8%	24.7%	40.0%	*	*	*	57.1%	3.6%	25.4%	7.5%
	2019-20	46.1%	29.6%	<b>39.2%</b>	35.0%	29.8%	52.3%	*	*	*	46.2%	12.0%	29.6%	3.7%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	1,612	100.0%	12,449	5,504,150	1,621	100.0%	12,506	5,518,432
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	4.1%	4.4%	0	0.0%	4.0%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.1%	3.7%	0	0.0%	4.0%	3.7%
Kindergarten	0	0.0%	6.4%	6.7%	0	0.0%	6.4%	6.7%
Grade 1	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 2	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 3	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.1%
Grade 4	0	0.0%	6.7%	7.2%	0	0.0%	6.6%	7.1%
Grade 5	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 8	0	0.0%	8.3%	7.7%	0	0.0%	8.3%	7.7%
Grade 9	491	30.5%	9.5%	8.7%	491	30.3%	9.5%	8.7%
Grade 10	444	27.5%	8.6%	7.9%	444	27.4%	8.6%	7.9%
Grade 11	362	22.5%	7.6%	7.0%	362	22.3%	7.6%	7.0%
Grade 12	315	19.5%	6.1%	6.6%	324	20.0%	6.3%	6.6%
<b>Ethnic Distribution:</b>								
African American	66	4.1%	2.8%	12.8%	68	4.2%	2.8%	12.8%
Hispanic	990	61.4%	74.2%	53.0%	993	61.3%	74.1%	52.9%
White	483	30.0%	19.7%	25.6%	487	30.0%	19.8%	25.7%
American Indian	5	0.3%	0.2%	0.3%	5	0.3%	0.2%	0.3%
Asian	9	0.6%	0.4%	5.1%	9	0.6%	0.4%	5.1%
Pacific Islander	2	0.1%	0.1%	0.2%	2	0.1%	0.1%	0.2%
Two or More Races	57	3.5%	2.7%	3.0%	57	3.5%	2.7%	3.0%
<b>Sex:</b>								
Female	771	47.8%	48.4%	48.8%	774	47.7%	48.3%	48.8%
Male	841	52.2%	51.6%	51.2%	847	52.3%	51.7%	51.2%
Economically Disadvantaged	1,005	62.3%	76.7%	62.1%	1,012	62.4%	76.6%	62.0%
Non-Educationally Disadvantaged	607	37.7%	23.3%	37.9%	609	37.6%	23.4%	38.0%
Section 504 Students	242	15.0%	10.3%	7.4%	242	14.9%	10.3%	7.4%
EB Students/EL	363	22.5%	41.1%	23.1%	364	22.5%	41.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	138	8.1%	3.7%	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	150	9.3%	9.0%	5.5%	150	9.3%	9.0%	5.5%
Foster Care	5	0.3%	0.3%	0.2%	5	0.3%	0.3%	0.2%
Homeless	73	4.5%	3.9%	1.3%	73	4.5%	3.9%	1.3%
Immigrant	22	1.4%	2.1%	2.2%	22	1.4%	2.1%	2.2%
Migrant	7	0.4%	0.3%	0.3%	7	0.4%	0.3%	0.3%
Title I	0	0.0%	68.0%	64.6%	0	0.0%	68.0%	64.6%
Military Connected	13	0.8%	0.6%	3.6%	13	0.8%	0.6%	3.6%
At-Risk	1,037	64.3%	70.8%	53.3%	1,042	64.3%	70.7%	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	340	21.1%	40.4%	23.2%	340	21.0%	40.3%	23.2%
Career and Technical Education	987	61.2%	23.1%	26.5%	987	60.9%	23.0%	26.5%
Career and Technical Education (9-12 grades only)	987	61.2%	61.9%	72.3%	987	60.9%	61.5%	72.2%
Gifted and Talented Education	95	5.9%	7.2%	8.2%	95	5.9%	7.2%	8.2%
Special Education	180	11.2%	12.8%	12.6%	189	11.7%	13.1%	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	180							
By Type of Primary Disability								
Students with Intellectual Disabilities	118	65.6%	54.3%	44.1%				
Students with Physical Disabilities	11	6.1%	20.3%	20.0%				
Students with Autism	15	8.3%	9.8%	15.5%				
Students with Behavioral Disabilities	36	20.0%	15.1%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.6%	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	264	15.6%	14.9%	16.8%				
By Ethnicity:								
African American	26	1.5%	0.7%	3.3%				
Hispanic	157	9.3%	10.6%	8.7%				
White	64	3.8%	2.9%	3.4%				
American Indian	1	0.1%	0.0%	0.1%				
Asian	2	0.1%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	14	0.8%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	46	22.3%	16.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	57	16.5%	14.9%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	176	18.9%	15.0%	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	201	16.1%	16.3%	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	0.0%	1.5%	-	1.9%	4.5%
Grade 1	-	0.1%	2.5%	-	0.0%	3.6%
Grade 2	-	0.3%	1.6%	-	1.4%	2.0%
Grade 3	-	0.1%	0.8%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	-	0.3%	0.3%	-	0.8%	0.4%
Grade 7	-	0.2%	0.4%	-	0.0%	0.5%
Grade 8	-	0.2%	0.4%	-	0.0%	0.5%
Grade 9	12.3%	13.6%	8.7%	18.6%	23.5%	12.6%

Class Size Averages by Grade and Subject  
 (Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	18.5	18.7
Grade 1	-	20.2	19.1
Grade 2	-	18.7	19.1
Grade 3	-	18.7	19.3
Grade 4	-	20.3	19.4
Grade 5	-	22.5	20.8
Grade 6	-	24.3	19.2
<b>Secondary:</b>			
English/Language Arts	19.1	15.1	16.2
Foreign Languages	25.4	20.8	18.8
Mathematics	22.6	17.7	17.5
Science	23.8	20.4	18.5
Social Studies	24.2	20.1	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	151.0	100.0%	100.0%	100.0%
Professional Staff:	127.3	84.3%	71.8%	64.1%
Teachers	107.4	71.1%	55.0%	48.7%
Professional Support	11.4	7.6%	11.3%	10.9%
Campus Administration (School Leadership)	8.5	5.6%	4.3%	3.3%
Educational Aides:	23.7	15.7%	19.1%	11.3%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	10.0	4,258.0
Part-time Librarians	0.0	n/a	1.0	646.0
Full-time Counselors	4.0	n/a	26.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	36.1	23.9%	35.6%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	9.0	8.4%	6.3%	11.8%
Hispanic	11.5	10.7%	22.4%	29.6%
White	80.4	74.9%	68.4%	54.9%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	2.0	1.9%	0.8%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	4.5	4.2%	2.0%	1.2%
<b>Teachers by Sex:</b>				
Males	49.7	46.3%	24.5%	24.4%
Females	57.6	53.7%	75.5%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	7.0	6.5%	5.8%	2.0%
Bachelors	78.2	72.9%	72.7%	72.2%
Masters	22.1	20.6%	20.2%	25.0%
Doctorate	0.0	0.0%	1.2%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	9.8	9.1%	14.1%	9.7%
1-5 Years Experience	41.6	38.7%	30.8%	26.3%
6-10 Years Experience	10.5	9.7%	16.5%	20.5%
11-20 Years Experience	22.0	20.5%	20.9%	27.2%
21-30 Years Experience	19.5	18.1%	14.4%	13.3%
Over 30 Years Experience	4.0	3.7%	3.3%	2.9%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	15.0	n/a	15.9	14.8

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	4.0	5.1	6.1
Average Years Experience of Principals with District	4.0	5.1	5.3
Average Years Experience of Assistant Principals	4.8	5.2	5.2
Average Years Experience of Assistant Principals with District	3.8	4.3	4.4
Average Years Experience of Teachers:	11.0	10.5	11.0
Average Years Experience of Teachers with District:	5.3	5.7	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$54,302	\$51,088	\$53,300
1-5 Years Experience	\$53,663	\$53,713	\$56,516
6-10 Years Experience	\$54,753	\$55,003	\$59,732
11-20 Years Experience	\$61,447	\$57,689	\$63,389
21-30 Years Experience	\$64,942	\$63,723	\$67,876
Over 30 Years Experience	\$67,655	\$71,963	\$72,560
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$57,991	\$56,432	\$60,717
Professional Support	\$72,120	\$68,746	\$72,022
Campus Administration (School Leadership)	\$88,987	\$82,355	\$85,167
Instructional Staff Percent:	n/a	77.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.5	0.5%	8.3%	5.9%
Career and Technical Education	13.2	12.3%	4.5%	5.4%
Compensatory Education	4.8	4.5%	9.4%	3.2%
Gifted and Talented Education	0.0	0.0%	0.8%	1.7%
Regular Education	64.6	60.1%	57.5%	70.6%
Special Education	14.1	13.1%	12.4%	9.7%
Other	10.3	9.6%	7.0%	3.5%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
**BASTROP H S (011901001) - BASTROP ISD - BASTROP COUNTY**

- Indicates there is no data for the item.
- \* Indicates results are masked due to small numbers.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.



# **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: BASTROP ISD**

**Campus Name: CEDAR CREEK H S**

**Campus Number: 011901002**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2023	72%	61%	<b>55%</b>	47%	52%	83%	*	*	*	73%	16%	55%	56%	54%	53%	47%
	2022	65%	47%	<b>44%</b>	50%	40%	67%	*	*	*	88%	10%	20%	48%	34%	40%	29%
At Meets Grade Level or Above	2023	52%	36%	<b>29%</b>	18%	26%	57%	*	*	*	47%	6%	27%	30%	26%	25%	19%
	2022	47%	29%	<b>25%</b>	33%	22%	50%	*	*	*	50%	3%	20%	28%	18%	21%	10%
At Masters Grade Level	2023	13%	5%	<b>3%</b>	0%	1%	14%	*	*	*	7%	1%	0%	2%	4%	1%	0%
	2022	11%	4%	<b>3%</b>	6%	2%	8%	*	*	*	0%	0%	0%	3%	2%	2%	1%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2023	74%	60%	<b>57%</b>	58%	54%	78%	*	*	-	75%	14%	*	60%	50%	54%	41%
	2022	72%	59%	<b>58%</b>	64%	54%	81%	*	-	*	82%	22%	71%	62%	47%	54%	39%
At Meets Grade Level or Above	2023	54%	37%	<b>31%</b>	50%	29%	52%	*	*	-	50%	6%	*	34%	25%	27%	15%
	2022	55%	41%	<b>39%</b>	55%	34%	70%	*	-	*	64%	13%	43%	41%	32%	35%	16%
At Masters Grade Level	2023	9%	4%	<b>2%</b>	0%	1%	8%	*	*	-	0%	0%	*	2%	1%	1%	0%
	2022	9%	5%	<b>3%</b>	0%	2%	9%	*	-	*	18%	1%	0%	4%	2%	2%	1%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2023	79%	75%	<b>72%</b>	73%	70%	94%	-	*	*	75%	58%	63%	72%	73%	72%	71%
	2022	76%	71%	<b>68%</b>	42%	68%	73%	*	-	-	75%	46%	50%	67%	68%	69%	66%
At Meets Grade Level or Above	2023	43%	36%	<b>34%</b>	53%	32%	41%	-	*	*	63%	27%	13%	35%	30%	33%	32%
	2022	43%	38%	<b>35%</b>	17%	35%	30%	*	-	-	38%	21%	17%	35%	35%	36%	34%
At Masters Grade Level	2023	23%	14%	<b>12%</b>	13%	11%	12%	-	*	*	38%	8%	0%	12%	12%	12%	11%
	2022	27%	19%	<b>14%</b>	8%	14%	13%	*	-	-	13%	7%	17%	15%	12%	14%	11%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2023	88%	81%	<b>78%</b>	69%	77%	91%	-	*	*	77%	51%	67%	80%	75%	76%	73%
	2022	83%	74%	<b>71%</b>	73%	68%	94%	*	*	-	100%	33%	88%	73%	67%	69%	61%
At Meets Grade Level or Above	2023	56%	43%	<b>37%</b>	31%	32%	76%	-	*	*	62%	13%	11%	38%	34%	33%	25%
	2022	55%	40%	<b>33%</b>	33%	29%	69%	*	*	-	63%	6%	25%	35%	28%	29%	18%
At Masters Grade Level	2023	21%	12%	<b>8%</b>	0%	5%	26%	-	*	*	31%	4%	0%	8%	7%	5%	2%
	2022	21%	13%	<b>7%</b>	13%	6%	15%	*	*	-	0%	1%	0%	7%	7%	5%	1%
<b>End of Course U.S. History</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	94%	89%	<b>91%</b>	90%	89%	100%	*	-	-	100%	68%	*	91%	88%	90%	86%
	2022	89%	83%	<b>82%</b>	100%	80%	95%	*	-	*	100%	51%	83%	86%	73%	77%	69%
At Meets Grade Level or Above	2023	70%	58%	<b>55%</b>	70%	50%	81%	*	-	-	88%	28%	*	56%	53%	52%	33%
	2022	68%	54%	<b>48%</b>	67%	44%	78%	*	-	*	71%	22%	83%	52%	38%	40%	23%
At Masters Grade Level	2023	38%	25%	<b>22%</b>	30%	17%	44%	*	-	-	50%	10%	*	22%	20%	19%	7%
	2022	42%	27%	<b>20%</b>	17%	16%	47%	*	-	*	43%	7%	33%	20%	22%	15%	5%
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2023	90%	75%	<b>68%</b>	50%	63%	89%	-	-	-	*	*	-	71%	55%	60%	31%
	2022	92%	80%	<b>78%</b>	*	74%	86%	-	*	-	100%	-	*	78%	77%	79%	62%
At Meets Grade Level or Above	2023	61%	39%	<b>36%</b>	33%	29%	56%	-	-	-	*	*	-	39%	25%	32%	8%
	2022	64%	36%	<b>30%</b>	*	23%	39%	-	*	-	80%	-	*	34%	0%	25%	0%
At Masters Grade Level	2023	12%	2%	<b>0%</b>	0%	0%	0%	-	-	-	*	*	-	0%	0%	0%	0%
	2022	13%	2%	<b>2%</b>	*	0%	6%	-	*	-	0%	-	*	2%	0%	2%	0%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2023	76%	63%	<b>69%</b>	64%	66%	89%	*	100%	*	79%	38%	62%	70%	66%	66%	60%
	2022	74%	60%	<b>64%</b>	65%	61%	83%	60%	*	*	89%	29%	61%	66%	57%	60%	51%
At Meets Grade Level or Above	2023	49%	34%	<b>36%</b>	41%	32%	63%	*	50%	*	60%	14%	24%	38%	32%	32%	23%
	2022	48%	33%	<b>35%</b>	41%	31%	60%	40%	*	*	60%	11%	34%	37%	29%	31%	19%
At Masters Grade Level	2023	20%	10%	<b>8%</b>	7%	6%	21%	*	0%	*	23%	4%	6%	8%	8%	6%	3%
	2022	23%	13%	<b>8%</b>	8%	7%	16%	0%	*	*	13%	3%	8%	8%	8%	6%	3%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	62%	<b>56%</b>	52%	53%	81%	*	*	*	74%	15%	53%	58%	52%	53%	44%
	2022	75%	60%	<b>51%</b>	55%	47%	74%	*	*	*	84%	15%	41%	55%	40%	47%	33%
At Meets Grade Level or Above	2023	53%	35%	<b>30%</b>	31%	27%	55%	*	*	*	48%	6%	27%	32%	25%	26%	18%
	2022	53%	37%	<b>32%</b>	41%	27%	60%	*	*	*	58%	7%	29%	34%	25%	27%	13%
At Masters Grade Level	2023	20%	9%	<b>2%</b>	0%	1%	11%	*	*	*	4%	0%	0%	2%	2%	1%	0%
	2022	25%	14%	<b>3%</b>	3%	2%	8%	*	*	*	11%	1%	0%	3%	2%	2%	1%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	61%	<b>72%</b>	67%	69%	92%	-	*	*	78%	57%	63%	72%	71%	70%	70%
	2022	72%	59%	<b>70%</b>	47%	69%	80%	*	*	-	85%	46%	57%	70%	69%	71%	65%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	45%	30%	<b>34%</b>	48%	31%	46%	-	*	*	67%	26%	13%	36%	30%	33%	31%
	2022	42%	29%	<b>34%</b>	27%	33%	35%	*	*	-	54%	21%	14%	34%	32%	35%	32%
At Masters Grade Level	2023	19%	10%	<b>10%</b>	10%	10%	8%	-	*	*	33%	7%	0%	10%	11%	11%	11%
	2022	20%	10%	<b>11%</b>	7%	12%	9%	*	*	-	8%	7%	14%	11%	11%	12%	11%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2023	77%	67%	<b>78%</b>	69%	77%	91%	-	*	*	77%	51%	67%	80%	75%	76%	73%
	2022	76%	63%	<b>71%</b>	73%	68%	94%	*	*	-	100%	33%	88%	73%	67%	69%	61%
At Meets Grade Level or Above	2023	47%	34%	<b>37%</b>	31%	32%	76%	-	*	*	62%	13%	11%	38%	34%	33%	25%
	2022	47%	32%	<b>33%</b>	33%	29%	69%	*	*	-	63%	6%	25%	35%	28%	29%	18%
At Masters Grade Level	2023	18%	10%	<b>8%</b>	0%	5%	26%	-	*	*	31%	4%	0%	8%	7%	5%	2%
	2022	21%	11%	<b>7%</b>	13%	6%	15%	*	*	-	0%	1%	0%	7%	7%	5%	1%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2023	78%	68%	<b>91%</b>	90%	89%	100%	*	-	-	100%	68%	*	91%	88%	90%	86%
	2022	75%	62%	<b>82%</b>	100%	80%	95%	*	-	*	100%	51%	83%	86%	73%	77%	69%
At Meets Grade Level or Above	2023	52%	38%	<b>55%</b>	70%	50%	81%	*	-	-	88%	28%	*	56%	53%	52%	33%
	2022	50%	35%	<b>48%</b>	67%	44%	78%	*	-	*	71%	22%	83%	52%	38%	40%	23%
At Masters Grade Level	2023	27%	16%	<b>22%</b>	30%	17%	44%	*	-	-	50%	10%	*	22%	20%	19%	7%
	2022	30%	17%	<b>20%</b>	17%	16%	47%	*	-	*	43%	7%	33%	20%	22%	15%	5%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Progress (TAPR)**  
CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
End of Course English I	2023	57%	51%	<b>50%</b>	45%	47%	66%	-	*	*	67%	25%	43%	49%	53%	47%	45%
End of Course English II	2023	74%	70%	<b>63%</b>	69%	62%	73%	*	*	-	71%	33%	*	67%	54%	60%	49%
End of Course Algebra I	2023	76%	76%	<b>84%</b>	75%	83%	97%	-	*	*	83%	84%	*	83%	85%	83%	83%
All Grades Both Subjects	2023	64%	55%	<b>63%</b>	62%	62%	74%	*	*	*	72%	47%	50%	64%	62%	61%	58%
All Grades ELA/Reading	2023	63%	51%	<b>57%</b>	55%	55%	69%	*	*	*	68%	29%	41%	58%	53%	54%	47%
All Grades Mathematics	2023	66%	60%	<b>84%</b>	75%	83%	97%	-	*	*	83%	84%	*	83%	85%	83%	83%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
End of Course English I	2023	26%	25%	<b>23%</b>	0%	21%	67%	-	-	-	*	2%	*	24%	21%	20%	18%
End of Course English II	2023	41%	36%	<b>33%</b>	*	33%	36%	*	-	-	*	10%	*	38%	23%	33%	23%
End of Course Algebra I	2023	58%	65%	<b>71%</b>	43%	71%	100%	-	-	-	*	65%	*	68%	78%	69%	72%
All Grades Both Subjects	2023	38%	29%	<b>41%</b>	20%	40%	61%	*	-	-	50%	26%	20%	42%	39%	39%	37%
All Grades ELA/Reading	2023	35%	26%	<b>29%</b>	0%	28%	45%	*	-	-	40%	6%	*	32%	22%	27%	21%
All Grades Mathematics	2023	40%	32%	<b>71%</b>	43%	71%	100%	-	-	-	*	65%	*	68%	78%	69%	72%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2023	76%	63%	<b>69%</b>	-	-	-	-	-	-	59%	-	59%	57%	60%	74%	59%	92%
	2022	74%	60%	<b>64%</b>	50%	*	-	-	51%	-	48%	38%	50%	44%	21%	76%	48%	81%
At Meets Grade Level or Above	2023	49%	34%	<b>36%</b>	-	-	-	-	-	-	22%	-	22%	14%	16%	45%	22%	67%
	2022	48%	33%	<b>35%</b>	12%	*	-	-	11%	-	17%	11%	18%	11%	7%	50%	16%	46%
At Masters Grade Level	2023	20%	10%	<b>8%</b>	-	-	-	-	-	-	3%	-	3%	1%	4%	12%	3%	13%
	2022	23%	13%	<b>8%</b>	0%	*	-	-	0%	-	2%	0%	3%	1%	7%	13%	3%	9%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2023	77%	62%	<b>56%</b>	-	-	-	-	-	-	43%	-	43%	25%	54%	64%	43%	92%
	2022	75%	60%	<b>51%</b>	36%	*	-	-	37%	-	31%	32%	31%	32%	0%	67%	30%	75%
At Meets Grade Level or Above	2023	53%	35%	<b>30%</b>	-	-	-	-	-	-	17%	-	17%	6%	8%	38%	17%	65%
	2022	53%	37%	<b>32%</b>	9%	*	-	-	7%	-	10%	13%	11%	8%	0%	49%	10%	52%
At Masters Grade Level	2023	20%	9%	<b>2%</b>	-	-	-	-	-	-	0%	-	0%	0%	0%	5%	0%	3%
	2022	25%	14%	<b>3%</b>	0%	*	-	-	0%	-	0%	0%	0%	0%	0%	5%	0%	7%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2023	75%	61%	<b>72%</b>	-	-	-	-	-	-	69%	-	69%	57%	67%	74%	69%	77%
	2022	72%	59%	<b>70%</b>	60%	-	-	-	60%	-	63%	53%	64%	55%	43%	74%	63%	76%
At Meets Grade Level or Above	2023	45%	30%	<b>34%</b>	-	-	-	-	-	-	30%	-	30%	0%	33%	37%	30%	44%
	2022	42%	29%	<b>34%</b>	30%	-	-	-	30%	-	31%	21%	32%	27%	14%	36%	31%	33%
At Masters Grade Level	2023	19%	10%	<b>10%</b>	-	-	-	-	-	-	10%	-	10%	0%	17%	8%	10%	17%
	2022	20%	10%	<b>11%</b>	0%	-	-	-	0%	-	9%	0%	10%	0%	14%	13%	10%	10%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2023	77%	67%	<b>78%</b>	-	-	-	-	-	-	72%	-	72%	73%	*	83%	72%	95%
	2022	76%	63%	<b>71%</b>	40%	*	-	-	44%	-	58%	47%	59%	55%	29%	82%	57%	94%
At Meets Grade Level or Above	2023	47%	34%	<b>37%</b>	-	-	-	-	-	-	24%	-	24%	0%	*	49%	23%	68%
	2022	47%	32%	<b>33%</b>	10%	*	-	-	11%	-	15%	0%	17%	4%	0%	49%	14%	59%
At Masters Grade Level	2023	18%	10%	<b>8%</b>	-	-	-	-	-	-	1%	-	1%	0%	*	16%	1%	11%
	2022	21%	11%	<b>7%</b>	0%	*	-	-	0%	-	1%	0%	1%	0%	0%	13%	1%	9%
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2023	78%	68%	<b>91%</b>	-	-	-	-	-	-	86%	-	86%	91%	*	92%	86%	96%
	2022	75%	62%	<b>82%</b>	80%	-	-	-	80%	-	69%	*	68%	69%	*	93%	68%	92%
At Meets Grade Level or Above	2023	52%	38%	<b>55%</b>	-	-	-	-	-	-	31%	-	31%	30%	*	66%	31%	80%
	2022	50%	35%	<b>48%</b>	10%	-	-	-	10%	-	21%	*	21%	20%	*	69%	21%	58%

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	16%	<b>22%</b>	-	-	-	-	-	-	6%	-	6%	4%	*	32%	6%	30%
	2022	30%	17%	<b>20%</b>	0%	-	-	-	0%	-	4%	*	4%	4%	*	32%	5%	17%
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2023	64%	55%	<b>63%</b>	-	-	-	-	-	-	58%	-	58%	*	68%	67%	58%	75%
All Grades ELA/Reading	2023	63%	51%	<b>57%</b>	-	-	-	-	-	-	47%	-	47%	*	50%	62%	47%	73%
All Grades Mathematics	2023	66%	60%	<b>84%</b>	-	-	-	-	-	-	83%	-	83%	-	*	84%	83%	88%
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2023	38%	29%	<b>41%</b>	-	-	-	-	-	-	36%	-	36%	*	*	45%	36%	80%
All Grades ELA/Reading	2023	35%	26%	<b>29%</b>	-	-	-	-	-	-	21%	-	21%	*	*	35%	21%	81%
All Grades Mathematics	2023	40%	32%	<b>71%</b>	-	-	-	-	-	-	72%	-	72%	-	*	69%	72%	*

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.



Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	<b>97%</b>	91%	97%	96%	*	100%	*	97%	96%	100%	98%	96%	97%	98%
Included in Accountability	93%	91%	<b>87%</b>	74%	87%	94%	*	100%	*	79%	88%	85%	91%	79%	86%	84%
Not Included in Accountability: Mobile	4%	5%	<b>4%</b>	16%	4%	2%	*	0%	*	12%	4%	8%	1%	10%	4%	4%
Not Included in Accountability: Other Exclusions	2%	3%	<b>6%</b>	0%	6%	0%	*	0%	*	6%	4%	8%	5%	7%	6%	11%
Not Tested	1%	1%	<b>3%</b>	9%	3%	4%	*	0%	*	3%	4%	0%	2%	4%	3%	2%
Absent	1%	1%	<b>3%</b>	9%	2%	3%	*	0%	*	3%	4%	0%	2%	3%	3%	2%
Other	0%	0%	<b>0%</b>	0%	0%	1%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>98%</b>	88%	98%	95%	*	*	*	93%	96%	100%	98%	98%	98%	99%
Included in Accountability	92%	90%	<b>83%</b>	69%	83%	94%	*	*	*	77%	84%	79%	87%	75%	83%	77%
Not Included in Accountability: Mobile	4%	5%	<b>4%</b>	19%	4%	1%	*	*	*	7%	4%	5%	1%	9%	4%	4%
Not Included in Accountability: Other Exclusions	3%	5%	<b>11%</b>	0%	12%	0%	*	*	*	10%	9%	16%	10%	13%	11%	19%
Not Tested	1%	1%	<b>2%</b>	12%	2%	5%	*	*	*	7%	4%	0%	2%	2%	2%	1%
Absent	1%	1%	<b>2%</b>	12%	1%	4%	*	*	*	7%	3%	0%	2%	2%	2%	1%
Other	0%	0%	<b>0%</b>	0%	0%	1%	*	*	*	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>97%</b>	93%	97%	95%	-	*	*	100%	96%	100%	97%	96%	96%	98%
Included in Accountability	94%	92%	<b>91%</b>	78%	91%	93%	-	*	*	82%	90%	89%	95%	83%	90%	92%
Not Included in Accountability: Mobile	5%	5%	<b>5%</b>	15%	5%	2%	-	*	*	18%	6%	11%	2%	11%	5%	5%
Not Included in Accountability: Other Exclusions	1%	2%	<b>1%</b>	0%	1%	0%	-	*	*	0%	0%	0%	0%	2%	1%	2%
Not Tested	1%	2%	<b>3%</b>	7%	3%	5%	-	*	*	0%	4%	0%	3%	4%	4%	2%
Absent	1%	1%	<b>3%</b>	7%	3%	4%	-	*	*	0%	4%	0%	2%	4%	3%	2%
Other	0%	0%	<b>0%</b>	0%	0%	2%	-	*	*	0%	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	98%	<b>96%</b>	89%	97%	95%	-	*	*	100%	95%	100%	98%	94%	96%	97%
Included in Accountability	93%	93%	<b>91%</b>	72%	91%	92%	-	*	*	87%	91%	90%	96%	82%	90%	91%
Not Included in Accountability: Mobile	4%	4%	<b>5%</b>	17%	5%	3%	-	*	*	13%	4%	10%	2%	10%	5%	4%
Not Included in Accountability: Other Exclusions	1%	1%	<b>1%</b>	0%	1%	0%	-	*	*	0%	0%	0%	0%	2%	1%	1%
Not Tested	1%	2%	<b>4%</b>	11%	3%	5%	-	*	*	0%	5%	0%	2%	6%	4%	3%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	3%	11%	3%	3%	-	*	*	0%	4%	0%	2%	5%	4%	2%
Other	0%	0%	0%	0%	0%	2%	-	*	*	0%	1%	0%	0%	0%	0%	1%
<b>Social Studies</b>																
Assessment Participant	99%	98%	96%	100%	96%	100%	*	-	-	100%	96%	*	96%	96%	96%	96%
Included in Accountability	94%	93%	92%	91%	91%	97%	*	-	-	73%	91%	*	95%	83%	91%	89%
Not Included in Accountability: Mobile	4%	3%	4%	9%	4%	3%	*	-	-	18%	5%	*	1%	10%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	*	-	-	9%	0%	*	0%	3%	1%	2%
Not Tested	1%	2%	4%	0%	4%	0%	*	-	-	0%	4%	*	4%	4%	4%	4%
Absent	1%	2%	4%	0%	4%	0%	*	-	-	0%	4%	*	4%	4%	4%	4%
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	93%	95%	98%	100%	98%	95%	-	-	-	*	*	-	97%	100%	98%	100%
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	98%	95%	97%	95%	97%	100%	38%	*	92%	94%	88%	96%	93%	95%	96%
Included in Accountability	93%	92%	89%	95%	88%	91%	100%	38%	*	92%	86%	73%	92%	81%	89%	87%
Not Included in Accountability: Mobile	5%	5%	4%	3%	4%	6%	0%	0%	*	0%	5%	6%	2%	9%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	3%	0%	3%	0%	0%	0%	*	0%	3%	10%	2%	3%	3%	5%
Not Tested	1%	2%	5%	3%	5%	3%	0%	63%	*	8%	6%	12%	4%	7%	5%	4%
Absent	1%	1%	4%	1%	4%	3%	0%	63%	*	6%	6%	12%	3%	6%	4%	4%
Other	0%	0%	1%	1%	1%	0%	0%	0%	*	2%	0%	0%	0%	1%	1%	0%
<b>Reading</b>																
Assessment Participant	99%	98%	95%	97%	95%	96%	*	*	*	90%	92%	82%	96%	94%	95%	95%
Included in Accountability	92%	91%	85%	94%	84%	91%	*	*	*	90%	83%	61%	88%	79%	85%	80%
Not Included in Accountability: Mobile	5%	5%	4%	3%	4%	5%	*	*	*	0%	4%	4%	2%	9%	4%	4%
Not Included in Accountability: Other Exclusions	2%	2%	6%	0%	7%	0%	*	*	*	0%	6%	18%	5%	6%	6%	11%
Not Tested	1%	2%	5%	3%	5%	4%	*	*	*	10%	8%	18%	4%	6%	5%	5%
Absent	1%	2%	5%	3%	5%	4%	*	*	*	10%	7%	18%	4%	5%	5%	5%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	94%	100%	94%	95%	*	*	-	93%	96%	100%	95%	91%	94%	96%
Included in Accountability	93%	93%	89%	100%	89%	88%	*	*	-	93%	89%	88%	93%	81%	91%	91%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	6%	5%	0%	5%	7%	*	*	-	0%	7%	13%	2%	10%	3%	5%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	6%	0%	6%	5%	*	*	-	7%	4%	0%	5%	9%	6%	4%
Absent	1%	1%	3%	0%	3%	4%	*	*	-	0%	4%	0%	2%	5%	3%	3%
Other	0%	1%	3%	0%	3%	1%	*	*	-	7%	0%	0%	2%	4%	2%	1%
<b>Science</b>																
Assessment Participant	98%	98%	96%	94%	96%	97%	*	*	-	100%	96%	100%	98%	93%	96%	97%
Included in Accountability	93%	93%	92%	94%	92%	91%	*	*	-	100%	92%	89%	96%	83%	92%	94%
Not Included in Accountability: Mobile	4%	5%	4%	0%	4%	7%	*	*	-	0%	5%	11%	1%	10%	4%	3%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	4%	6%	4%	3%	*	*	-	0%	4%	0%	2%	7%	4%	3%
Absent	1%	2%	3%	0%	3%	3%	*	*	-	0%	4%	0%	2%	6%	4%	3%
Other	0%	0%	0%	6%	0%	0%	*	*	-	0%	0%	0%	0%	1%	0%	0%
<b>Social Studies</b>																
Assessment Participant	98%	98%	97%	100%	97%	98%	*	*	*	88%	94%	86%	98%	94%	95%	97%
Included in Accountability	94%	94%	93%	92%	93%	92%	*	*	*	88%	88%	86%	96%	87%	93%	93%
Not Included in Accountability: Mobile	4%	4%	4%	8%	3%	7%	*	*	*	0%	6%	0%	2%	6%	2%	4%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	3%	0%	3%	2%	*	*	*	13%	6%	14%	2%	6%	5%	3%
Absent	1%	2%	3%	0%	3%	2%	*	*	*	13%	6%	14%	2%	6%	5%	3%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	89%	87%	87%	*	84%	97%	-	*	-	83%	-	*	92%	62%	85%	81%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	90.6%	<b>88.3%</b>	91.8%	87.9%	90.1%	*	*	*	87.8%	85.9%	87.2%	87.3%
2020-21	95.0%	92.0%	<b>89.7%</b>	91.3%	89.0%	92.5%	*	*	*	93.2%	86.1%	88.6%	86.8%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	34.8%	<b>43.2%</b>	31.9%	44.1%	37.6%	*	*	*	54.1%	51.7%	47.3%	45.2%
2020-21	15.0%	27.7%	<b>36.3%</b>	29.7%	39.1%	25.2%	*	*	*	22.0%	46.3%	40.5%	48.2%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	0.2%	<b>0.1%</b>	0.0%	0.1%	0.0%	*	*	*	0.0%	0.0%	0.2%	0.0%
2020-21	2.4%	0.3%	<b>0.2%</b>	0.0%	0.2%	0.3%	*	*	*	0.0%	1.0%	0.3%	0.4%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	97.3%	<b>98.2%</b>	100.0%	98.9%	94.9%	-	*	-	100.0%	92.3%	97.6%	97.5%
Received TxCHSE	0.3%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.5%	1.5%	<b>0.3%</b>	0.0%	0.0%	1.7%	-	*	-	0.0%	3.8%	0.0%	0.0%
Dropped Out	6.4%	1.2%	<b>1.5%</b>	0.0%	1.1%	3.4%	-	*	-	0.0%	3.8%	2.4%	2.5%
Graduates and TxCHSE	90.0%	97.3%	<b>98.2%</b>	100.0%	98.9%	94.9%	-	*	-	100.0%	92.3%	97.6%	97.5%
Graduates, TxCHSE, and Continuers	93.6%	98.8%	<b>98.5%</b>	100.0%	98.9%	96.6%	-	*	-	100.0%	96.2%	97.6%	97.5%
<b>Class of 2021</b>													
Graduated	90.0%	95.9%	<b>99.7%</b>	100.0%	100.0%	98.4%	-	-	-	100.0%	100.0%	99.5%	100.0%
Received TxCHSE	0.3%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	2.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	5.8%	1.1%	<b>0.3%</b>	0.0%	0.0%	1.6%	-	-	-	0.0%	0.0%	0.5%	0.0%
Graduates and TxCHSE	90.3%	96.2%	<b>99.7%</b>	100.0%	100.0%	98.4%	-	-	-	100.0%	100.0%	99.5%	100.0%
Graduates, TxCHSE, and Continuers	94.2%	98.9%	<b>99.7%</b>	100.0%	100.0%	98.4%	-	-	-	100.0%	100.0%	99.5%	100.0%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	98.7%	<b>99.7%</b>	100.0%	100.0%	98.4%	-	-	-	100.0%	100.0%	99.5%	100.0%
Received TxCHSE	0.4%	0.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	0.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	0.8%	<b>0.3%</b>	0.0%	0.0%	1.6%	-	-	-	0.0%	0.0%	0.5%	0.0%
Graduates and TxCHSE	92.7%	99.0%	<b>99.7%</b>	100.0%	100.0%	98.4%	-	-	-	100.0%	100.0%	99.5%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	99.2%	<b>99.7%</b>	100.0%	100.0%	98.4%	-	-	-	100.0%	100.0%	99.5%	100.0%

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Class of 2020</b>													
Graduated	92.2%	97.7%	<b>99.1%</b>	100.0%	98.9%	100.0%	-	*	-	100.0%	95.2%	98.6%	100.0%
Received TxCHSE	0.5%	0.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	0.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	1.7%	<b>0.9%</b>	0.0%	1.1%	0.0%	-	*	-	0.0%	4.8%	1.4%	0.0%
Graduates and TxCHSE	92.7%	97.8%	<b>99.1%</b>	100.0%	98.9%	100.0%	-	*	-	100.0%	95.2%	98.6%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	98.3%	<b>99.1%</b>	100.0%	98.9%	100.0%	-	*	-	100.0%	95.2%	98.6%	100.0%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	98.3%	<b>99.1%</b>	100.0%	98.9%	100.0%	-	*	-	100.0%	95.2%	98.6%	100.0%
Received TxCHSE	0.5%	0.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	0.5%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	1.6%	<b>0.9%</b>	0.0%	1.1%	0.0%	-	*	-	0.0%	4.8%	1.4%	0.0%
Graduates and TxCHSE	93.2%	98.4%	<b>99.1%</b>	100.0%	98.9%	100.0%	-	*	-	100.0%	95.2%	98.6%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	98.4%	<b>99.1%</b>	100.0%	98.9%	100.0%	-	*	-	100.0%	95.2%	98.6%	100.0%
<b>Class of 2019</b>													
Graduated	92.6%	98.3%	<b>97.8%</b>	87.5%	97.9%	98.4%	-	-	-	100.0%	93.3%	97.1%	94.6%
Received TxCHSE	0.6%	0.3%	<b>0.7%</b>	0.0%	0.5%	1.6%	-	-	-	0.0%	0.0%	0.6%	0.0%
Continued HS	0.6%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	1.4%	<b>1.5%</b>	12.5%	1.6%	0.0%	-	-	-	0.0%	6.7%	2.4%	5.4%
Graduates and TxCHSE	93.2%	98.6%	<b>98.5%</b>	87.5%	98.4%	100.0%	-	-	-	100.0%	93.3%	97.6%	94.6%
Graduates, TxCHSE, and Continuers	93.8%	98.6%	<b>98.5%</b>	87.5%	98.4%	100.0%	-	-	-	100.0%	93.3%	97.6%	94.6%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	95.5%	<b>96.8%</b>	100.0%	97.4%	93.3%	-	*	-	100.0%	77.4%	96.3%	96.3%
Class of 2021	90.0%	94.9%	<b>98.2%</b>	100.0%	98.9%	95.5%	-	-	-	100.0%	80.0%	98.2%	98.1%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	1.0%	<b>1.2%</b>	0.0%	1.5%	0.0%	-	*	-	0.0%	8.3%	1.9%	2.6%
Class of 2021	3.8%	3.1%	<b>6.0%</b>	0.0%	6.9%	3.2%	-	-	-	0.0%	30.0%	5.9%	15.1%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	84.3%	72.7%	<b>85.1%</b>	85.7%	82.5%	94.6%	-	*	-	100.0%	62.5%	83.0%	75.6%
Class of 2021	81.9%	68.8%	<b>78.3%</b>	87.5%	76.1%	85.7%	-	-	-	83.3%	30.0%	74.4%	60.4%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	88.0%	73.7%	<b>86.3%</b>	85.7%	84.0%	94.6%	-	*	-	100.0%	70.8%	85.0%	78.2%
Class of 2021	85.7%	71.9%	<b>84.2%</b>	87.5%	83.0%	88.9%	-	-	-	83.3%	60.0%	80.4%	75.5%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	1.0%	<b>1.2%</b>	0.0%	1.5%	0.0%	-	*	-	0.0%	8.0%	1.9%	2.7%
2020-21	3.8%	3.3%	<b>5.8%</b>	0.0%	6.8%	3.1%	-	-	-	0.0%	25.0%	5.8%	13.6%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	69.7%	<b>84.8%</b>	85.7%	82.7%	91.4%	-	*	-	100.0%	60.0%	82.5%	76.0%
2020-21	80.4%	68.0%	<b>77.5%</b>	87.5%	76.0%	82.8%	-	-	-	71.4%	25.0%	74.4%	59.3%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	70.7%	<b>86.0%</b>	85.7%	84.2%	91.4%	-	*	-	100.0%	68.0%	84.5%	78.7%
2020-21	84.1%	71.3%	<b>83.3%</b>	87.5%	82.9%	85.9%	-	-	-	71.4%	50.0%	80.3%	72.9%

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	335	100.0%	858	368,686
<b>By Ethnicity:</b>				
African American	7	2.1%	32	45,227
Hispanic	260	77.6%	588	191,125
White	58	17.3%	204	103,171
American Indian	0	0.0%	1	1,159
Asian	1	0.3%	4	18,794
Pacific Islander	0	0.0%	2	569
Two or More Races	9	2.7%	27	8,641
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	47	14.0%	251	51,023
Foundation H.S. Program (Endorsement)	4	1.2%	9	14,179
Foundation H.S. Program (DLA)	284	84.8%	598	302,917
Special Education Graduates	25	7.5%	84	32,447
Economically Disadvantaged Graduates	206	61.5%	475	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	75	22.4%	142	40,398
At-Risk Graduates	216	64.5%	454	159,689

Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2021-22	70.0%	48.8%	<b>56.4%</b>	85.7%	51.5%	70.7%	-	*	-	77.8%	84.0%	54.4%	44.0%
2020-21	65.2%	48.2%	<b>53.5%</b>	37.5%	51.0%	62.5%	-	-	-	85.7%	75.0%	48.9%	37.3%
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2021-22	52.9%	36.4%	<b>42.1%</b>	71.4%	36.2%	58.6%	-	*	-	77.8%	0.0%	37.9%	14.7%
2020-21	52.7%	39.1%	<b>44.7%</b>	37.5%	42.2%	53.1%	-	-	-	71.4%	4.2%	42.2%	16.9%
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2021-22	57.1%	44.4%	<b>48.1%</b>	85.7%	41.2%	70.7%	-	*	-	66.7%	12.0%	40.3%	12.0%
2020-21	56.1%	49.0%	<b>48.8%</b>	37.5%	43.7%	67.2%	-	-	-	85.7%	4.2%	43.0%	13.6%
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2021-22	48.2%	29.5%	<b>31.6%</b>	71.4%	24.6%	53.4%	-	*	-	55.6%	0.0%	24.3%	4.0%
2020-21	45.7%	34.4%	<b>43.3%</b>	50.0%	41.1%	48.4%	-	-	-	71.4%	41.7%	39.5%	32.2%
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2021-22	42.2%	27.7%	<b>29.3%</b>	71.4%	22.7%	48.3%	-	*	-	55.6%	0.0%	22.8%	2.7%
2020-21	40.4%	27.9%	<b>30.7%</b>	25.0%	26.2%	45.3%	-	-	-	71.4%	4.2%	25.6%	6.8%
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2021-22	20.5%	12.8%	<b>19.4%</b>	14.3%	19.2%	17.2%	-	*	-	44.4%	0.0%	20.4%	13.3%
2020-21	21.3%	17.6%	<b>24.3%</b>	12.5%	24.0%	25.0%	-	-	-	42.9%	0.0%	23.3%	10.2%
<b>Associate Degree (Annual Graduates)</b>													
2021-22	2.4%	3.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2020-21	2.6%	3.9%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2021-22	24.0%	22.0%	<b>24.5%</b>	57.1%	18.8%	41.4%	-	*	-	44.4%	0.0%	19.9%	1.3%
2020-21	25.9%	21.1%	<b>19.3%</b>	25.0%	17.5%	25.0%	-	-	-	28.6%	0.0%	17.0%	3.4%
<b>Onramps Course Credits (Annual Graduates)</b>													
2021-22	4.4%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2020-21	4.4%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2021-22	33.5%	17.5%	<b>19.4%</b>	14.3%	21.2%	15.5%	-	*	-	0.0%	84.0%	22.8%	32.0%
2020-21	24.2%	11.4%	<b>11.1%</b>	0.0%	11.4%	9.4%	-	-	-	28.6%	75.0%	9.4%	22.0%
<b>Approved Industry-Based Certification (Annual Graduates)</b>													
2021-22	28.0%	11.4%	<b>14.0%</b>	14.3%	15.4%	10.3%	-	*	-	0.0%	12.0%	16.0%	20.0%



Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	5.5%	<b>5.6%</b>	0.0%	6.1%	3.1%	-	-	-	14.3%	4.2%	4.5%	8.5%
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2021-22	0.7%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2020-21	0.7%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2021-22	2.5%	2.7%	<b>1.8%</b>	0.0%	1.2%	5.2%	-	*	-	0.0%	24.0%	1.5%	1.3%
2020-21	2.4%	2.8%	<b>2.3%</b>	0.0%	1.9%	3.1%	-	-	-	14.3%	25.0%	1.8%	5.1%
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2021-22	5.0%	4.9%	<b>5.1%</b>	0.0%	6.2%	1.7%	-	*	-	0.0%	68.0%	7.3%	14.7%
2020-21	4.4%	3.7%	<b>3.5%</b>	0.0%	3.8%	3.1%	-	-	-	0.0%	50.0%	3.6%	10.2%

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2021-22	22.8%	32.3%	<b>37.6%</b>	71.4%	33.8%	44.8%	-	*	-	66.7%	12.0%	32.0%	10.7%
	2020-21	25.9%	34.1%	<b>26.9%</b>	12.5%	27.0%	26.6%	-	-	-	42.9%	4.2%	26.5%	10.2%
Mathematics	2021-22	18.7%	24.1%	<b>29.3%</b>	71.4%	23.8%	43.1%	-	*	-	55.6%	0.0%	23.3%	4.0%
	2020-21	19.4%	21.3%	<b>22.2%</b>	25.0%	21.3%	23.4%	-	-	-	42.9%	4.2%	22.4%	11.9%
Both Subjects	2021-22	12.6%	18.9%	<b>23.6%</b>	71.4%	19.2%	31.0%	-	*	-	55.6%	0.0%	18.9%	2.7%
	2020-21	14.4%	15.6%	<b>13.2%</b>	12.5%	13.3%	10.9%	-	-	-	28.6%	0.0%	12.6%	5.1%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2021-22	11.7%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2020-21	8.6%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2021-22	14.0%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2020-21	10.3%	4.3%	<b>10.2%</b>	12.5%	11.8%	4.7%	-	-	-	0.0%	37.5%	10.8%	22.0%
Both Subjects	2021-22	7.5%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2020-21	4.9%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2022	23.0%	15.8%	<b>19.1%</b>	35.3%	15.5%	31.9%	*	*	-	35.3%	0.0%	14.0%	8.0%
	2021	21.1%	11.4%	<b>12.5%</b>	12.5%	9.5%	23.2%	-	*	-	23.8%	1.4%	9.8%	1.8%
English Language Arts	2022	13.2%	4.8%	<b>5.3%</b>	5.9%	4.0%	10.6%	*	*	-	11.8%	0.0%	3.3%	1.9%
	2021	12.1%	4.1%	<b>5.1%</b>	6.3%	3.3%	10.1%	-	*	-	19.0%	0.0%	3.3%	0.0%
Mathematics	2022	6.9%	3.8%	<b>6.5%</b>	23.5%	4.9%	10.6%	*	*	-	17.6%	0.0%	4.0%	0.0%
	2021	6.1%	3.3%	<b>4.9%</b>	6.3%	3.8%	8.7%	-	*	-	9.5%	0.0%	3.5%	0.0%
Science	2022	9.6%	9.1%	<b>11.4%</b>	23.5%	8.8%	20.4%	*	*	-	29.4%	0.0%	7.6%	2.3%
	2021	8.7%	6.9%	<b>8.4%</b>	6.3%	6.3%	15.9%	-	*	-	19.0%	0.0%	6.6%	0.0%
Social Studies	2022	12.5%	7.9%	<b>11.8%</b>	29.4%	7.7%	27.4%	*	*	-	23.5%	0.0%	7.8%	3.3%
	2021	11.6%	4.7%	<b>6.5%</b>	6.3%	4.3%	14.5%	-	*	-	14.3%	1.4%	4.5%	0.0%
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2022	53.3%	33.7%	<b>32.1%</b>	0.0%	33.0%	33.3%	-	*	-	50.0%	-	37.3%	47.1%
	2021	48.6%	44.5%	<b>51.1%</b>	*	49.1%	46.9%	-	-	-	100.0%	*	46.0%	*
English Language Arts	2022	53.2%	30.0%	<b>31.6%</b>	*	26.1%	41.7%	-	-	-	*	-	35.7%	*
	2021	42.7%	39.7%	<b>47.4%</b>	*	26.3%	71.4%	-	-	-	*	-	17.6%	-
Mathematics	2022	50.4%	12.5%	<b>10.6%</b>	*	3.6%	25.0%	-	-	-	*	-	5.9%	-
	2021	49.4%	41.1%	<b>45.9%</b>	*	45.5%	58.3%	-	-	-	*	-	38.9%	-
Science	2022	44.7%	19.1%	<b>14.6%</b>	*	10.0%	26.1%	-	-	-	20.0%	-	6.3%	0.0%
	2021	41.4%	21.6%	<b>23.8%</b>	*	11.1%	36.4%	-	-	-	*	-	8.8%	-

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	25.2%	<b>16.5%</b>	0.0%	6.8%	29.0%	-	*	-	*	-	9.1%	0.0%
	2021	42.2%	43.6%	<b>42.9%</b>	*	28.0%	60.0%	-	-	-	*	*	34.8%	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2021-22	71.5%	71.8%	<b>86.9%</b>	100.0%	84.6%	89.7%	-	*	?	100.0%	72.0%	86.7%	94.7%
	2020-21	70.8%	64.8%	<b>79.8%</b>	62.5%	80.2%	79.7%	-	-	-	71.4%	50.0%	81.1%	83.1%
At/Above Criterion for All Examinees	2021-22	32.1%	15.7%	<b>13.7%</b>	28.6%	8.6%	26.9%	-	*	*	55.6%	0.0%	9.7%	0.0%
	2020-21	32.9%	20.6%	<b>20.5%</b>	40.0%	14.7%	39.2%	-	-	-	60.0%	0.0%	13.9%	0.0%
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2021-22	1001	907	<b>899</b>	987	869	997	-	*	*	1029	760	883	772
	2020-21	1002	928	<b>921</b>	1044	885	1044	-	-	-	1124	735	879	776
English Language Arts and Writing	2021-22	506	457	<b>454</b>	536	436	511	-	*	*	522	378	445	374
	2020-21	504	473	<b>468</b>	552	447	536	-	-	-	564	365	446	383
Mathematics	2021-22	496	449	<b>445</b>	451	433	485	-	*	*	507	382	438	399
	2020-21	498	454	<b>453</b>	492	438	507	-	-	-	560	371	433	393
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2021-22	19.5	20.5	<b>22.2</b>	-	*	*	-	-	-	-	-	*	-
	2020-21	20.0	21.2	<b>22.7</b>	-	19.3	24.0	-	-	-	27.0	-	18.0	-
English Language Arts	2021-22	19.2	20.9	<b>22.2</b>	-	*	*	-	-	-	-	-	*	-
	2020-21	19.6	21.4	<b>23.1</b>	-	19.4	24.3	-	-	-	29.5	-	17.8	-
Mathematics	2021-22	19.3	18.6	<b>20.6</b>	-	*	*	-	-	-	-	-	*	-
	2020-21	19.9	20.4	<b>21.3</b>	-	18.3	23.1	-	-	-	21.0	-	16.8	-
Science	2021-22	19.8	21.1	<b>22.6</b>	-	*	*	-	-	-	-	-	*	-
	2020-21	20.3	21.4	<b>23.1</b>	-	20.0	24.3	-	-	-	27.0	-	19.0	-

Texas Education Agency  
**2022-23 Other Postsecondary Indicators (TAPR)**  
CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2021-22	44.2%	39.1%	<b>35.1%</b>	52.4%	31.8%	50.6%	*	*	*	50.0%	10.6%	30.5%	22.1%
	2020-21	42.5%	43.0%	<b>37.2%</b>	60.6%	33.8%	50.0%	*	*	*	51.4%	11.4%	33.8%	20.4%
English Language Arts	2021-22	16.6%	16.2%	<b>12.2%</b>	26.8%	9.2%	25.9%	*	*	*	25.0%	0.0%	9.2%	2.6%
	2020-21	16.3%	18.1%	<b>13.0%</b>	42.4%	9.6%	24.4%	*	*	*	25.0%	0.0%	9.6%	1.9%
Mathematics	2021-22	19.9%	12.4%	<b>9.7%</b>	18.4%	8.3%	15.2%	*	*	*	17.9%	0.6%	7.8%	4.4%
	2020-21	19.3%	14.1%	<b>13.6%</b>	22.6%	11.9%	20.6%	*	*	*	17.1%	3.4%	11.7%	6.0%
Science	2021-22	21.1%	24.0%	<b>21.9%</b>	37.5%	19.6%	31.6%	*	*	*	35.5%	7.6%	18.7%	14.4%
	2020-21	20.6%	26.4%	<b>23.6%</b>	33.3%	20.7%	35.3%	*	*	*	37.8%	6.9%	20.7%	8.2%
Social Studies	2021-22	22.8%	18.8%	<b>17.6%</b>	44.4%	13.4%	35.2%	*	*	*	36.4%	1.2%	12.6%	4.1%
	2020-21	22.8%	20.6%	<b>17.7%</b>	43.8%	13.5%	33.0%	*	*	*	36.1%	0.7%	13.3%	3.4%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2020-21	46.7%	31.6%	<b>35.7%</b>	62.5%	31.6%	46.9%	-	-	-	57.1%	11.5%	30.6%	16.9%
	2019-20	46.1%	29.6%	<b>32.6%</b>	66.7%	27.8%	44.6%	-	*	-	44.4%	11.5%	23.6%	13.0%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	1,995	100.0%	12,449	5,504,150	2,002	100.0%	12,506	5,518,432
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	4.1%	4.4%	0	0.0%	4.0%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.1%	3.7%	0	0.0%	4.0%	3.7%
Kindergarten	0	0.0%	6.4%	6.7%	0	0.0%	6.4%	6.7%
Grade 1	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 2	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 3	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.1%
Grade 4	0	0.0%	6.7%	7.2%	0	0.0%	6.6%	7.1%
Grade 5	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 8	0	0.0%	8.3%	7.7%	0	0.0%	8.3%	7.7%
Grade 9	629	31.5%	9.5%	8.7%	629	31.4%	9.5%	8.7%
Grade 10	552	27.7%	8.6%	7.9%	552	27.6%	8.6%	7.9%
Grade 11	474	23.8%	7.6%	7.0%	474	23.7%	7.6%	7.0%
Grade 12	340	17.0%	6.1%	6.6%	347	17.3%	6.3%	6.6%
<b>Ethnic Distribution:</b>								
African American	46	2.3%	2.8%	12.8%	46	2.3%	2.8%	12.8%
Hispanic	1,664	83.4%	74.2%	53.0%	1,670	83.4%	74.1%	52.9%
White	242	12.1%	19.7%	25.6%	243	12.1%	19.8%	25.7%
American Indian	4	0.2%	0.2%	0.3%	4	0.2%	0.2%	0.3%
Asian	3	0.2%	0.4%	5.1%	3	0.1%	0.4%	5.1%
Pacific Islander	2	0.1%	0.1%	0.2%	2	0.1%	0.1%	0.2%
Two or More Races	34	1.7%	2.7%	3.0%	34	1.7%	2.7%	3.0%
<b>Sex:</b>								
Female	931	46.7%	48.4%	48.8%	932	46.6%	48.3%	48.8%
Male	1,064	53.3%	51.6%	51.2%	1,070	53.4%	51.7%	51.2%
Economically Disadvantaged	1,502	75.3%	76.7%	62.1%	1,506	75.2%	76.6%	62.0%
Non-Educationally Disadvantaged	493	24.7%	23.3%	37.9%	496	24.8%	23.4%	38.0%
Section 504 Students	211	10.6%	10.3%	7.4%	211	10.5%	10.3%	7.4%
EB Students/EL	844	42.3%	41.1%	23.1%	848	42.4%	41.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	147	7.2%	3.7%	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	170	8.5%	9.0%	5.5%	170	8.5%	9.0%	5.5%
Foster Care	4	0.2%	0.3%	0.2%	4	0.2%	0.3%	0.2%
Homeless	85	4.3%	3.9%	1.3%	85	4.2%	3.9%	1.3%
Immigrant	31	1.6%	2.1%	2.2%	31	1.5%	2.1%	2.2%
Migrant	7	0.4%	0.3%	0.3%	7	0.3%	0.3%	0.3%
Title I	0	0.0%	68.0%	64.6%	0	0.0%	68.0%	64.6%
Military Connected	8	0.4%	0.6%	3.6%	8	0.4%	0.6%	3.6%
At-Risk	1,516	76.0%	70.8%	53.3%	1,522	76.0%	70.7%	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	826	41.4%	40.4%	23.2%	828	41.4%	40.3%	23.2%
Career and Technical Education	1,400	70.2%	23.1%	26.5%	1,400	69.9%	23.0%	26.5%
Career and Technical Education (9-12 grades only)	1,400	70.2%	61.9%	72.3%	1,400	69.9%	61.5%	72.2%
Gifted and Talented Education	125	6.3%	7.2%	8.2%	125	6.2%	7.2%	8.2%
Special Education	245	12.3%	12.8%	12.6%	252	12.6%	13.1%	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	245							
By Type of Primary Disability								
Students with Intellectual Disabilities	182	74.3%	54.3%	44.1%				
Students with Physical Disabilities	*	*	20.3%	20.0%				
Students with Autism	**	**	9.8%	15.5%				
Students with Behavioral Disabilities	46	18.8%	15.1%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.6%	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	300	14.7%	14.9%	16.8%				
By Ethnicity:								
African American	10	0.5%	0.7%	3.3%				
Hispanic	240	11.8%	10.6%	8.7%				
White	43	2.1%	2.9%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	1	0.0%	0.0%	0.0%				
Two or More Races	6	0.3%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	40	17.3%	16.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	132	17.9%	14.9%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	192	14.5%	15.0%	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	268	17.1%	16.3%	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	0.0%	1.5%	-	1.9%	4.5%
Grade 1	-	0.1%	2.5%	-	0.0%	3.6%
Grade 2	-	0.3%	1.6%	-	1.4%	2.0%
Grade 3	-	0.1%	0.8%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	-	0.3%	0.3%	-	0.8%	0.4%
Grade 7	-	0.2%	0.4%	-	0.0%	0.5%
Grade 8	-	0.2%	0.4%	-	0.0%	0.5%
Grade 9	16.4%	13.6%	8.7%	28.0%	23.5%	12.6%

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	18.5	18.7
Grade 1	-	20.2	19.1
Grade 2	-	18.7	19.1
Grade 3	-	18.7	19.3
Grade 4	-	20.3	19.4
Grade 5	-	22.5	20.8
Grade 6	-	24.3	19.2
<b>Secondary:</b>			
English/Language Arts	20.8	15.1	16.2
Foreign Languages	24.4	20.8	18.8
Mathematics	22.9	17.7	17.5
Science	24.3	20.4	18.5
Social Studies	23.0	20.1	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	155.9	100.0%	100.0%	100.0%
Professional Staff:	138.6	88.9%	71.8%	64.1%
Teachers	117.7	75.5%	55.0%	48.7%
Professional Support	12.9	8.2%	11.3%	10.9%
Campus Administration (School Leadership)	8.0	5.1%	4.3%	3.3%
Educational Aides:	17.4	11.1%	19.1%	11.3%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	10.0	4,258.0
Part-time Librarians	0.0	n/a	1.0	646.0
Full-time Counselors	5.0	n/a	26.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	51.5	33.0%	35.6%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	13.9	11.8%	6.3%	11.8%
Hispanic	20.7	17.6%	22.4%	29.6%
White	77.6	65.9%	68.4%	54.9%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.8%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	5.5	4.7%	2.0%	1.2%
<b>Teachers by Sex:</b>				
Males	56.1	47.7%	24.5%	24.4%
Females	61.6	52.3%	75.5%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	5.0	4.2%	5.8%	2.0%
Bachelors	80.9	68.7%	72.7%	72.2%
Masters	29.1	24.7%	20.2%	25.0%
Doctorate	2.7	2.3%	1.2%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	10.9	9.3%	14.1%	9.7%
1-5 Years Experience	36.4	30.9%	30.8%	26.3%
6-10 Years Experience	24.2	20.5%	16.5%	20.5%
11-20 Years Experience	28.0	23.8%	20.9%	27.2%
21-30 Years Experience	14.2	12.1%	14.4%	13.3%
Over 30 Years Experience	4.0	3.4%	3.3%	2.9%



Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	16.9	n/a	15.9	14.8

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	10.0	5.1	6.1
Average Years Experience of Principals with District	10.0	5.1	5.3
Average Years Experience of Assistant Principals	7.6	5.2	5.2
Average Years Experience of Assistant Principals with District	3.6	4.3	4.4
Average Years Experience of Teachers:	10.4	10.5	11.0
Average Years Experience of Teachers with District:	4.7	5.7	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$49,953	\$51,088	\$53,300
1-5 Years Experience	\$53,649	\$53,713	\$56,516
6-10 Years Experience	\$55,635	\$55,003	\$59,732
11-20 Years Experience	\$58,530	\$57,689	\$63,389
21-30 Years Experience	\$66,381	\$63,723	\$67,876
Over 30 Years Experience	\$73,750	\$71,963	\$72,560
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$57,094	\$56,432	\$60,717
Professional Support	\$72,024	\$68,746	\$72,022
Campus Administration (School Leadership)	\$89,527	\$82,355	\$85,167
Instructional Staff Percent:	n/a	77.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	1.1	0.9%	8.3%	5.9%
Career and Technical Education	16.3	13.8%	4.5%	5.4%
Compensatory Education	5.4	4.6%	9.4%	3.2%
Gifted and Talented Education	0.0	0.0%	0.8%	1.7%
Regular Education	63.9	54.3%	57.5%	70.6%
Special Education	19.0	16.1%	12.4%	9.7%
Other	12.0	10.2%	7.0%	3.5%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
CEDAR CREEK H S (011901002) - BASTROP ISD - BASTROP COUNTY

- Indicates there is no data for the item.
- \* Indicates results are masked due to small numbers.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

# **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: BASTROP ISD**

**Campus Name: COLORADO RIVER COLLEGIATE ACADEMY**

**Campus Number: 011901005**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2023	72%	61%	<b>91%</b>	-	87%	100%	-	-	-	*	*	*	93%	86%	87%	71%
	2022	65%	47%	<b>96%</b>	*	95%	100%	-	-	-	*	*	*	94%	100%	94%	89%
At Meets Grade Level or Above	2023	52%	36%	<b>81%</b>	-	73%	100%	-	-	-	*	*	*	83%	77%	76%	57%
	2022	47%	29%	<b>87%</b>	*	84%	94%	-	-	-	*	*	*	79%	100%	80%	67%
At Masters Grade Level	2023	13%	5%	<b>36%</b>	-	22%	63%	-	-	-	*	*	*	36%	36%	24%	0%
	2022	11%	4%	<b>23%</b>	*	18%	39%	-	-	-	*	*	*	25%	21%	16%	6%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2023	74%	60%	<b>100%</b>	-	100%	100%	-	-	-	*	*	*	100%	100%	100%	*
	2022	72%	59%	<b>100%</b>	-	100%	100%	-	*	-	*	*	-	100%	100%	100%	100%
At Meets Grade Level or Above	2023	54%	37%	<b>98%</b>	-	97%	100%	-	-	-	*	*	*	100%	93%	97%	*
	2022	55%	41%	<b>92%</b>	-	87%	100%	-	*	-	*	*	-	90%	100%	91%	75%
At Masters Grade Level	2023	9%	4%	<b>33%</b>	-	31%	40%	-	-	-	*	*	*	33%	33%	24%	*
	2022	9%	5%	<b>32%</b>	-	23%	40%	-	*	-	*	*	-	29%	42%	24%	25%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2023	79%	75%	<b>100%</b>	-	100%	*	-	-	-	-	*	-	100%	100%	100%	100%
	2022	76%	71%	<b>94%</b>	-	92%	100%	-	-	-	*	*	*	94%	93%	91%	82%
At Meets Grade Level or Above	2023	43%	36%	<b>50%</b>	-	42%	*	-	-	-	-	*	-	55%	45%	47%	43%
	2022	43%	38%	<b>81%</b>	-	79%	86%	-	-	-	*	*	*	76%	87%	82%	73%
At Masters Grade Level	2023	23%	14%	<b>27%</b>	-	26%	*	-	-	-	-	*	-	27%	27%	24%	29%
	2022	27%	19%	<b>53%</b>	-	54%	57%	-	-	-	*	*	*	53%	53%	50%	55%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2023	88%	81%	<b>97%</b>	-	95%	100%	-	-	-	*	*	*	98%	96%	95%	90%
	2022	83%	74%	<b>99%</b>	*	98%	100%	-	-	-	*	*	*	98%	100%	98%	94%
At Meets Grade Level or Above	2023	56%	43%	<b>88%</b>	-	82%	100%	-	-	-	*	*	*	88%	87%	84%	67%
	2022	55%	40%	<b>92%</b>	*	88%	100%	-	-	-	*	*	*	89%	96%	91%	81%
At Masters Grade Level	2023	21%	12%	<b>63%</b>	-	50%	88%	-	-	-	*	*	*	63%	61%	53%	24%
	2022	21%	13%	<b>52%</b>	*	44%	72%	-	-	-	*	*	*	58%	43%	41%	25%
<b>End of Course U.S. History</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	94%	89%	<b>100%</b>	-	100%	100%	-	*	-	*	*	-	100%	100%	100%	100%
	2022	89%	83%	<b>100%</b>	-	100%	100%	-	*	-	*	-	-	100%	100%	100%	100%
At Meets Grade Level or Above	2023	70%	58%	<b>100%</b>	-	100%	100%	-	*	-	*	*	-	100%	100%	100%	100%
	2022	68%	54%	<b>98%</b>	-	97%	100%	-	*	-	*	-	-	98%	100%	96%	100%
At Masters Grade Level	2023	38%	25%	<b>70%</b>	-	63%	78%	-	*	-	*	*	-	68%	86%	66%	50%
	2022	42%	27%	<b>74%</b>	-	76%	69%	-	*	-	*	-	-	75%	71%	74%	100%
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2023	90%	75%	<b>97%</b>	-	95%	100%	-	*	-	*	-	-	96%	*	92%	*
	2022	92%	80%	<b>89%</b>	-	83%	100%	-	*	-	-	-	-	89%	-	80%	*
At Meets Grade Level or Above	2023	61%	39%	<b>83%</b>	-	79%	88%	-	*	-	*	-	-	86%	*	67%	*
	2022	64%	36%	<b>68%</b>	-	58%	83%	-	*	-	-	-	-	68%	-	50%	*
At Masters Grade Level	2023	12%	2%	<b>13%</b>	-	5%	38%	-	*	-	*	-	-	14%	*	0%	*
	2022	13%	2%	<b>5%</b>	-	0%	17%	-	*	-	-	-	-	5%	-	0%	*
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2023	76%	63%	<b>97%</b>	-	96%	100%	-	100%	-	100%	70%	*	98%	95%	95%	88%
	2022	74%	60%	<b>97%</b>	*	96%	100%	-	100%	-	100%	71%	*	97%	99%	96%	92%
At Meets Grade Level or Above	2023	49%	34%	<b>87%</b>	-	82%	99%	-	100%	-	100%	20%	*	90%	80%	83%	62%
	2022	48%	33%	<b>89%</b>	*	86%	96%	-	100%	-	100%	43%	*	86%	97%	85%	75%
At Masters Grade Level	2023	20%	10%	<b>45%</b>	-	37%	64%	-	60%	-	78%	10%	*	45%	45%	37%	19%
	2022	23%	13%	<b>42%</b>	*	37%	52%	-	67%	-	50%	29%	*	42%	42%	34%	30%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	62%	<b>95%</b>	-	93%	100%	-	-	-	*	*	*	96%	92%	93%	75%
	2022	75%	60%	<b>98%</b>	*	97%	100%	-	*	-	*	*	*	97%	100%	96%	92%
At Meets Grade Level or Above	2023	53%	35%	<b>89%</b>	-	84%	100%	-	-	-	*	*	*	91%	84%	86%	58%
	2022	53%	37%	<b>89%</b>	*	85%	97%	-	*	-	*	*	*	85%	100%	84%	69%
At Masters Grade Level	2023	20%	9%	<b>35%</b>	-	26%	52%	-	-	-	*	*	*	35%	35%	24%	4%
	2022	25%	14%	<b>27%</b>	*	20%	39%	-	*	-	*	*	*	27%	27%	19%	12%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	61%	<b>98%</b>	-	97%	100%	-	*	-	*	*	-	97%	100%	97%	100%
	2022	72%	59%	<b>92%</b>	-	89%	100%	-	*	-	*	*	*	92%	93%	88%	85%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	45%	30%	<b>69%</b>	-	61%	91%	-	*	-	*	*	-	77%	46%	55%	47%
	2022	42%	29%	<b>76%</b>	-	72%	85%	-	*	-	*	*	*	72%	87%	72%	69%
At Masters Grade Level	2023	19%	10%	<b>19%</b>	-	16%	36%	-	*	-	*	*	-	18%	23%	14%	24%
	2022	20%	10%	<b>35%</b>	-	36%	38%	-	*	-	*	*	*	28%	53%	34%	46%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2023	77%	67%	<b>97%</b>	-	95%	100%	-	-	-	*	*	*	98%	96%	95%	90%
	2022	76%	63%	<b>99%</b>	*	98%	100%	-	-	-	*	*	*	98%	100%	98%	94%
At Meets Grade Level or Above	2023	47%	34%	<b>88%</b>	-	82%	100%	-	-	-	*	*	*	88%	87%	84%	67%
	2022	47%	32%	<b>92%</b>	*	88%	100%	-	-	-	*	*	*	89%	96%	91%	81%
At Masters Grade Level	2023	18%	10%	<b>63%</b>	-	50%	88%	-	-	-	*	*	*	63%	61%	53%	24%
	2022	21%	11%	<b>52%</b>	*	44%	72%	-	-	-	*	*	*	58%	43%	41%	25%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2023	78%	68%	<b>100%</b>	-	100%	100%	-	*	-	*	*	-	100%	100%	100%	100%
	2022	75%	62%	<b>100%</b>	-	100%	100%	-	*	-	*	-	-	100%	100%	100%	100%
At Meets Grade Level or Above	2023	52%	38%	<b>100%</b>	-	100%	100%	-	*	-	*	*	-	100%	100%	100%	100%
	2022	50%	35%	<b>98%</b>	-	97%	100%	-	*	-	*	-	-	98%	100%	96%	100%
At Masters Grade Level	2023	27%	16%	<b>70%</b>	-	63%	78%	-	*	-	*	*	-	68%	86%	66%	50%
	2022	30%	17%	<b>74%</b>	-	76%	69%	-	*	-	*	-	-	75%	71%	74%	100%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Progress (TAPR)**  
**COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
End of Course English I	2023	57%	51%	<b>68%</b>	-	60%	87%	-	-	-	*	*	*	65%	76%	63%	63%
End of Course English II	2023	74%	70%	<b>88%</b>	-	89%	87%	-	-	-	*	*	*	89%	87%	88%	*
End of Course Algebra I	2023	76%	76%	<b>100%</b>	-	100%	*	-	-	-	-	*	-	100%	100%	100%	100%
All Grades Both Subjects	2023	64%	55%	<b>81%</b>	-	78%	88%	-	-	-	*	60%	*	79%	85%	80%	77%
All Grades ELA/Reading	2023	63%	51%	<b>77%</b>	-	73%	87%	-	-	-	*	*	*	76%	81%	75%	63%
All Grades Mathematics	2023	66%	60%	<b>100%</b>	-	100%	*	-	-	-	-	*	-	100%	100%	100%	100%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
End of Course English I	2023	26%	25%	<b>60%</b>	-	60%	-	-	-	-	-	*	-	*	*	60%	60%
End of Course Algebra I	2023	58%	65%	<b>100%</b>	-	100%	-	-	-	-	-	*	-	100%	100%	100%	100%
All Grades Both Subjects	2023	38%	29%	<b>88%</b>	-	88%	-	-	-	-	-	*	-	90%	86%	87%	86%
All Grades ELA/Reading	2023	35%	26%	<b>60%</b>	-	60%	-	-	-	-	-	*	-	*	*	60%	60%
All Grades Mathematics	2023	40%	32%	<b>100%</b>	-	100%	-	-	-	-	-	*	-	100%	100%	100%	100%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.



Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2023	76%	63%	<b>97%</b>	-	-	-	-	-	-	87%	-	87%	*	-	99%	87%	100%
	2022	74%	60%	<b>97%</b>	82%	67%	-	-	100%	-	90%	83%	93%	-	-	100%	89%	92%
At Meets Grade Level or Above	2023	49%	34%	<b>87%</b>	-	-	-	-	-	-	59%	-	59%	*	-	94%	59%	98%
	2022	48%	33%	<b>89%</b>	36%	33%	-	-	40%	-	69%	42%	80%	-	-	94%	69%	83%
At Masters Grade Level	2023	20%	10%	<b>45%</b>	-	-	-	-	-	-	17%	-	17%	*	-	59%	17%	33%
	2022	23%	13%	<b>42%</b>	18%	0%	-	-	40%	-	29%	8%	37%	-	-	47%	27%	25%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2023	77%	62%	<b>95%</b>	-	-	-	-	-	-	75%	-	75%	*	-	100%	75%	100%
	2022	75%	60%	<b>98%</b>	80%	*	-	-	*	-	88%	83%	91%	-	-	99%	89%	100%
At Meets Grade Level or Above	2023	53%	35%	<b>89%</b>	-	-	-	-	-	-	58%	-	58%	*	-	96%	58%	100%
	2022	53%	37%	<b>89%</b>	0%	*	-	-	*	-	53%	33%	64%	-	-	94%	56%	100%
At Masters Grade Level	2023	20%	9%	<b>35%</b>	-	-	-	-	-	-	4%	-	4%	*	-	48%	4%	25%
	2022	25%	14%	<b>27%</b>	0%	*	-	-	*	-	6%	0%	9%	-	-	31%	6%	25%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2023	75%	61%	<b>98%</b>	-	-	-	-	-	-	100%	-	100%	-	-	97%	100%	100%
	2022	72%	59%	<b>92%</b>	*	*	-	-	-	-	90%	*	88%	-	-	100%	82%	82%
At Meets Grade Level or Above	2023	45%	30%	<b>69%</b>	-	-	-	-	-	-	44%	-	44%	-	-	79%	44%	86%
	2022	42%	29%	<b>76%</b>	*	*	-	-	-	-	80%	*	88%	-	-	83%	73%	64%
At Masters Grade Level	2023	19%	10%	<b>19%</b>	-	-	-	-	-	-	25%	-	25%	-	-	21%	25%	0%
	2022	20%	10%	<b>35%</b>	*	*	-	-	-	-	50%	*	50%	-	-	41%	45%	9%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2023	77%	67%	<b>97%</b>	-	-	-	-	-	-	90%	-	90%	*	-	100%	90%	100%
	2022	76%	63%	<b>99%</b>	*	*	-	-	-	-	92%	*	100%	-	-	100%	92%	*
At Meets Grade Level or Above	2023	47%	34%	<b>88%</b>	-	-	-	-	-	-	67%	-	67%	*	-	97%	67%	100%
	2022	47%	32%	<b>92%</b>	*	*	-	-	-	-	75%	*	88%	-	-	95%	77%	*
At Masters Grade Level	2023	18%	10%	<b>63%</b>	-	-	-	-	-	-	24%	-	24%	*	-	84%	24%	67%
	2022	21%	11%	<b>52%</b>	*	*	-	-	-	-	25%	*	38%	-	-	60%	23%	*
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2023	78%	68%	<b>100%</b>	-	-	-	-	-	-	*	-	*	-	-	100%	*	100%
	2022	75%	62%	<b>100%</b>	*	-	-	-	*	-	*	-	*	-	-	100%	*	*
At Meets Grade Level or Above	2023	52%	38%	<b>100%</b>	-	-	-	-	-	-	*	-	*	-	-	100%	*	100%
	2022	50%	35%	<b>98%</b>	*	-	-	-	*	-	*	-	*	-	-	98%	*	*

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	16%	<b>70%</b>	-	-	-	-	-	-	*	-	*	-	-	85%	*	42%
	2022	30%	17%	<b>74%</b>	*	-	-	-	*	-	*	-	*	-	-	71%	*	*
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2023	64%	55%	<b>81%</b>	-	-	-	-	-	-	77%	-	77%	-	-	82%	77%	85%
All Grades ELA/Reading	2023	63%	51%	<b>77%</b>	-	-	-	-	-	-	63%	-	63%	-	-	80%	63%	85%
All Grades Mathematics	2023	66%	60%	<b>100%</b>	-	-	-	-	-	-	100%	-	100%	-	-	100%	100%	-
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2023	38%	29%	<b>88%</b>	-	-	-	-	-	-	86%	-	86%	-	-	*	86%	-
All Grades ELA/Reading	2023	35%	26%	<b>60%</b>	-	-	-	-	-	-	60%	-	60%	-	-	-	60%	-
All Grades Mathematics	2023	40%	32%	<b>100%</b>	-	-	-	-	-	-	100%	-	100%	-	-	*	100%	-

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	<b>99%</b>	-	100%	96%	-	100%	-	100%	100%	*	99%	99%	99%	99%
Included in Accountability	93%	91%	<b>96%</b>	-	96%	96%	-	100%	-	100%	100%	*	96%	96%	96%	91%
Not Included in Accountability: Mobile	4%	5%	<b>0%</b>	-	0%	0%	-	0%	-	0%	0%	*	0%	1%	1%	0%
Not Included in Accountability: Other Exclusions	2%	3%	<b>2%</b>	-	3%	0%	-	0%	-	0%	0%	*	2%	1%	3%	8%
Not Tested	1%	1%	<b>1%</b>	-	0%	4%	-	0%	-	0%	0%	*	1%	1%	1%	1%
Absent	1%	1%	<b>0%</b>	-	0%	0%	-	0%	-	0%	0%	*	0%	1%	1%	1%
Other	0%	0%	<b>1%</b>	-	0%	4%	-	0%	-	0%	0%	*	1%	0%	1%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>99%</b>	-	99%	100%	-	-	-	*	*	*	100%	97%	99%	97%
Included in Accountability	92%	90%	<b>94%</b>	-	92%	100%	-	-	-	*	*	*	94%	95%	92%	77%
Not Included in Accountability: Mobile	4%	5%	<b>0%</b>	-	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	3%	5%	<b>5%</b>	-	7%	0%	-	-	-	*	*	*	6%	3%	6%	19%
Not Tested	1%	1%	<b>1%</b>	-	1%	0%	-	-	-	*	*	*	0%	3%	1%	3%
Absent	1%	1%	<b>1%</b>	-	1%	0%	-	-	-	*	*	*	0%	3%	1%	3%
Other	0%	0%	<b>0%</b>	-	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>95%</b>	-	100%	79%	-	*	-	*	*	-	93%	100%	97%	100%
Included in Accountability	94%	92%	<b>95%</b>	-	100%	79%	-	*	-	*	*	-	93%	100%	97%	100%
Not Included in Accountability: Mobile	5%	5%	<b>0%</b>	-	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	2%	<b>0%</b>	-	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%
Not Tested	1%	2%	<b>5%</b>	-	0%	21%	-	*	-	*	*	-	7%	0%	3%	0%
Absent	1%	1%	<b>0%</b>	-	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%
Other	0%	0%	<b>5%</b>	-	0%	21%	-	*	-	*	*	-	7%	0%	3%	0%
<b>Science</b>																
Assessment Participant	99%	98%	<b>100%</b>	-	100%	100%	-	-	-	*	*	*	100%	100%	100%	100%
Included in Accountability	93%	93%	<b>100%</b>	-	100%	100%	-	-	-	*	*	*	100%	100%	100%	100%
Not Included in Accountability: Mobile	4%	4%	<b>0%</b>	-	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	-	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
Not Tested	1%	2%	<b>0%</b>	-	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	0%	-	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	99%	98%	100%	-	100%	100%	-	*	-	*	*	-	100%	100%	100%	100%
Included in Accountability	94%	93%	98%	-	97%	100%	-	*	-	*	*	-	100%	88%	97%	100%
Not Included in Accountability: Mobile	4%	3%	2%	-	3%	0%	-	*	-	*	*	-	0%	13%	3%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%
Not Tested	1%	2%	0%	-	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%
Absent	1%	2%	0%	-	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	93%	95%	91%	-	100%	73%	-	*	-	*	-	-	90%	*	92%	*
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	98%	97%	*	97%	98%	-	100%	-	91%	100%	*	96%	100%	97%	99%
Included in Accountability	93%	92%	95%	*	94%	98%	-	100%	-	91%	88%	*	94%	98%	95%	90%
Not Included in Accountability: Mobile	5%	5%	0%	*	0%	0%	-	0%	-	0%	0%	*	0%	1%	1%	1%
Not Included in Accountability: Other Exclusions	1%	1%	1%	*	2%	0%	-	0%	-	0%	13%	*	2%	1%	2%	7%
Not Tested	1%	2%	3%	*	3%	2%	-	0%	-	9%	0%	*	4%	0%	3%	1%
Absent	1%	1%	0%	*	0%	0%	-	0%	-	0%	0%	*	0%	0%	1%	0%
Other	0%	0%	3%	*	3%	2%	-	0%	-	9%	0%	*	4%	0%	2%	1%
<b>Reading</b>																
Assessment Participant	99%	98%	99%	*	99%	100%	-	*	-	*	*	*	99%	100%	99%	100%
Included in Accountability	92%	91%	95%	*	93%	100%	-	*	-	*	*	*	95%	95%	93%	81%
Not Included in Accountability: Mobile	5%	5%	1%	*	1%	0%	-	*	-	*	*	*	0%	2%	1%	3%
Not Included in Accountability: Other Exclusions	2%	2%	3%	*	5%	0%	-	*	-	*	*	*	4%	2%	4%	16%
Not Tested	1%	2%	1%	*	1%	0%	-	*	-	*	*	*	1%	0%	1%	0%
Absent	1%	2%	1%	*	1%	0%	-	*	-	*	*	*	1%	0%	1%	0%
Other	0%	0%	0%	*	0%	0%	-	*	-	*	*	*	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	85%	-	86%	87%	-	*	-	*	*	*	80%	100%	89%	93%
Included in Accountability	93%	93%	85%	-	86%	87%	-	*	-	*	*	*	80%	100%	89%	93%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	6%	0%	-	0%	0%	-	*	-	*	*	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	0%	-	*	-	*	*	*	0%	0%	0%	0%
Not Tested	1%	1%	15%	-	14%	13%	-	*	-	*	*	*	20%	0%	11%	7%
Absent	1%	1%	0%	-	0%	0%	-	*	-	*	*	*	0%	0%	0%	0%
Other	0%	1%	15%	-	14%	13%	-	*	-	*	*	*	20%	0%	11%	7%
<b>Science</b>																
Assessment Participant	98%	98%	100%	*	100%	100%	-	-	-	*	*	*	100%	100%	100%	100%
Included in Accountability	93%	93%	100%	*	100%	100%	-	-	-	*	*	*	100%	100%	100%	100%
Not Included in Accountability: Mobile	4%	5%	0%	*	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
Not Tested	2%	2%	0%	*	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
Absent	1%	2%	0%	*	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	*	*	*	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	98%	98%	100%	-	100%	100%	-	*	-	*	-	-	100%	100%	100%	100%
Included in Accountability	94%	94%	100%	-	100%	100%	-	*	-	*	-	-	100%	100%	100%	100%
Not Included in Accountability: Mobile	4%	4%	0%	-	0%	0%	-	*	-	*	-	-	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	0%	-	*	-	*	-	-	0%	0%	0%	0%
Not Tested	2%	2%	0%	-	0%	0%	-	*	-	*	-	-	0%	0%	0%	0%
Absent	1%	2%	0%	-	0%	0%	-	*	-	*	-	-	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	*	-	*	-	-	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	89%	87%	68%	-	67%	75%	-	*	-	*	-	-	68%	-	71%	*

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	90.6%	<b>94.2%</b>	*	94.4%	93.5%	-	96.9%	-	92.5%	*	94.0%	95.1%
2020-21	95.0%	92.0%	<b>93.9%</b>	*	93.1%	94.6%	-	97.8%	-	*	*	91.8%	93.1%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	34.8%	<b>17.5%</b>	*	17.0%	18.5%	-	0.0%	-	28.6%	*	20.8%	13.6%
2020-21	15.0%	27.7%	<b>20.8%</b>	*	22.1%	21.4%	-	10.0%	-	0.0%	20.0%	28.1%	15.8%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	0.2%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	0.0%	*	0.0%	0.0%
2020-21	2.4%	0.3%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	97.3%	<b>98.0%</b>	-	97.1%	100.0%	-	*	-	*	*	95.7%	*
Received TxCHSE	0.3%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
Continued HS	3.5%	1.5%	<b>2.0%</b>	-	2.9%	0.0%	-	*	-	*	*	4.3%	*
Dropped Out	6.4%	1.2%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
Graduates and TxCHSE	90.0%	97.3%	<b>98.0%</b>	-	97.1%	100.0%	-	*	-	*	*	95.7%	*
Graduates, TxCHSE, and Continuers	93.6%	98.8%	<b>100.0%</b>	-	100.0%	100.0%	-	*	-	*	*	100.0%	*
<b>Class of 2021</b>													
Graduated	90.0%	95.9%	<b>100.0%</b>	-	100.0%	100.0%	-	*	-	-	-	100.0%	-
Received TxCHSE	0.3%	0.2%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	-
Continued HS	3.9%	2.8%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	-
Dropped Out	5.8%	1.1%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	-
Graduates and TxCHSE	90.3%	96.2%	<b>100.0%</b>	-	100.0%	100.0%	-	*	-	-	-	100.0%	-
Graduates, TxCHSE, and Continuers	94.2%	98.9%	<b>100.0%</b>	-	100.0%	100.0%	-	*	-	-	-	100.0%	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	98.7%	<b>100.0%</b>	-	100.0%	100.0%	-	*	-	-	-	100.0%	-
Received TxCHSE	0.4%	0.4%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	-
Continued HS	1.0%	0.1%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	-
Dropped Out	6.3%	0.8%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	-
Graduates and TxCHSE	92.7%	99.0%	<b>100.0%</b>	-	100.0%	100.0%	-	*	-	-	-	100.0%	-

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.2%	100.0%	-	100.0%	100.0%	-	*	-	-	-	100.0%	-
<b>Class of 2020</b>													
Graduated	92.2%	97.7%	100.0%	*	100.0%	100.0%	-	*	-	-	*	100.0%	-
Received TxCHSE	0.5%	0.1%	0.0%	*	0.0%	0.0%	-	*	-	-	*	0.0%	-
Continued HS	1.1%	0.5%	0.0%	*	0.0%	0.0%	-	*	-	-	*	0.0%	-
Dropped Out	6.2%	1.7%	0.0%	*	0.0%	0.0%	-	*	-	-	*	0.0%	-
Graduates and TxCHSE	92.7%	97.8%	100.0%	*	100.0%	100.0%	-	*	-	-	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.8%	98.3%	100.0%	*	100.0%	100.0%	-	*	-	-	*	100.0%	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	98.3%	100.0%	*	100.0%	100.0%	-	*	-	-	*	100.0%	-
Received TxCHSE	0.5%	0.1%	0.0%	*	0.0%	0.0%	-	*	-	-	*	0.0%	-
Continued HS	0.5%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	-	*	0.0%	-
Dropped Out	6.2%	1.6%	0.0%	*	0.0%	0.0%	-	*	-	-	*	0.0%	-
Graduates and TxCHSE	93.2%	98.4%	100.0%	*	100.0%	100.0%	-	*	-	-	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	100.0%	*	100.0%	100.0%	-	*	-	-	*	100.0%	-
<b>Class of 2019</b>													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	95.5%	98.0%	-	97.1%	100.0%	-	*	-	*	*	95.7%	*
Class of 2021	90.0%	94.9%	100.0%	-	100.0%	100.0%	-	*	-	-	-	100.0%	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	1.0%	0.0%	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
Class of 2021	3.8%	3.1%	2.5%	-	3.4%	0.0%	-	*	-	-	-	3.4%	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	72.7%	<b>75.5%</b>	-	70.6%	81.8%	-	*	-	*	*	77.3%	*
Class of 2021	81.9%	68.8%	<b>57.5%</b>	-	48.3%	77.8%	-	*	-	-	-	51.7%	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	88.0%	73.7%	<b>75.5%</b>	-	70.6%	81.8%	-	*	-	*	*	77.3%	*
Class of 2021	85.7%	71.9%	<b>60.0%</b>	-	51.7%	77.8%	-	*	-	-	-	55.2%	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	1.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
2020-21	3.8%	3.3%	<b>2.4%</b>	-	3.4%	0.0%	-	*	-	-	-	3.3%	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	69.7%	<b>75.5%</b>	-	70.6%	81.8%	-	*	-	*	*	77.3%	*
2020-21	80.4%	68.0%	<b>58.5%</b>	-	48.3%	80.0%	-	*	-	-	-	53.3%	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	70.7%	<b>75.5%</b>	-	70.6%	81.8%	-	*	-	*	*	77.3%	*
2020-21	84.1%	71.3%	<b>61.0%</b>	-	51.7%	80.0%	-	*	-	-	-	56.7%	-



Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	49	100.0%	858	368,686
<b>By Ethnicity:</b>				
African American	0	0.0%	32	45,227
Hispanic	34	69.4%	588	191,125
White	11	22.4%	204	103,171
American Indian	0	0.0%	1	1,159
Asian	2	4.1%	4	18,794
Pacific Islander	0	0.0%	2	569
Two or More Races	2	4.1%	27	8,641
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	12	24.5%	251	51,023
Foundation H.S. Program (Endorsement)	0	0.0%	9	14,179
Foundation H.S. Program (DLA)	37	75.5%	598	302,917
Special Education Graduates	1	2.0%	84	32,447
Economically Disadvantaged Graduates	22	44.9%	475	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	2	4.1%	142	40,398
At-Risk Graduates	24	49.0%	454	159,689

Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2021-22	70.0%	48.8%	<b>100.0%</b>	-	100.0%	100.0%	-	*	-	*	*	100.0%	*
2020-21	65.2%	48.2%	<b>100.0%</b>	-	100.0%	100.0%	-	*	-	-	-	100.0%	-
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2021-22	52.9%	36.4%	<b>100.0%</b>	-	100.0%	100.0%	-	*	-	*	*	100.0%	*
2020-21	52.7%	39.1%	<b>100.0%</b>	-	100.0%	100.0%	-	*	-	-	-	100.0%	-
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2021-22	57.1%	44.4%	<b>91.8%</b>	-	91.2%	100.0%	-	*	-	*	*	100.0%	*
2020-21	56.1%	49.0%	<b>100.0%</b>	-	100.0%	100.0%	-	*	-	-	-	100.0%	-
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2021-22	48.2%	29.5%	<b>83.7%</b>	-	79.4%	100.0%	-	*	-	*	*	95.5%	*
2020-21	45.7%	34.4%	<b>92.7%</b>	-	89.7%	100.0%	-	*	-	-	-	90.0%	-
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2021-22	42.2%	27.7%	<b>81.6%</b>	-	76.5%	100.0%	-	*	-	*	*	95.5%	*
2020-21	40.4%	27.9%	<b>92.7%</b>	-	89.7%	100.0%	-	*	-	-	-	90.0%	-
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2021-22	20.5%	12.8%	<b>28.6%</b>	-	17.6%	54.5%	-	*	-	*	*	27.3%	*
2020-21	21.3%	17.6%	<b>41.5%</b>	-	34.5%	50.0%	-	*	-	-	-	40.0%	-
<b>Associate Degree (Annual Graduates)</b>													
2021-22	2.4%	3.7%	<b>65.3%</b>	-	61.8%	81.8%	-	*	-	*	*	68.2%	*
2020-21	2.6%	3.9%	<b>78.0%</b>	-	69.0%	100.0%	-	*	-	-	-	70.0%	-
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2021-22	24.0%	22.0%	<b>100.0%</b>	-	100.0%	100.0%	-	*	-	*	*	100.0%	*
2020-21	25.9%	21.1%	<b>100.0%</b>	-	100.0%	100.0%	-	*	-	-	-	100.0%	-
<b>Onramps Course Credits (Annual Graduates)</b>													
2021-22	4.4%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
2020-21	4.4%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	-
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2021-22	33.5%	17.5%	<b>2.0%</b>	-	2.9%	0.0%	-	*	-	*	*	0.0%	*
2020-21	24.2%	11.4%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	-
<b>Approved Industry-Based Certification (Annual Graduates)</b>													
2021-22	28.0%	11.4%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	*	*	0.0%	*

Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	5.5%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	-
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2021-22	0.7%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
2020-21	0.7%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	-
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2021-22	2.5%	2.7%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
2020-21	2.4%	2.8%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	-
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2021-22	5.0%	4.9%	<b>2.0%</b>	-	2.9%	0.0%	-	*	-	*	*	0.0%	*
2020-21	4.4%	3.7%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	-

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2021-22	22.8%	32.3%	<b>91.8%</b>	-	91.2%	100.0%	-	*	-	*	*	100.0%	*
	2020-21	25.9%	34.1%	<b>97.6%</b>	-	96.6%	100.0%	-	*	-	-	-	96.7%	-
Mathematics	2021-22	18.7%	24.1%	<b>83.7%</b>	-	79.4%	100.0%	-	*	-	*	*	95.5%	*
	2020-21	19.4%	21.3%	<b>92.7%</b>	-	89.7%	100.0%	-	*	-	-	-	90.0%	-
Both Subjects	2021-22	12.6%	18.9%	<b>81.6%</b>	-	76.5%	100.0%	-	*	-	*	*	95.5%	*
	2020-21	14.4%	15.6%	<b>90.2%</b>	-	86.2%	100.0%	-	*	-	-	-	86.7%	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2021-22	11.7%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
	2020-21	8.6%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	-
Mathematics	2021-22	14.0%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
	2020-21	10.3%	4.3%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	-
Both Subjects	2021-22	7.5%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
	2020-21	4.9%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	-	-	0.0%	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2022	23.0%	15.8%	<b>16.7%</b>	-	10.3%	19.2%	-	*	-	*	*	7.5%	0.0%
	2021	21.1%	11.4%	<b>15.7%</b>	-	12.9%	27.3%	-	*	-	*	*	15.5%	*
English Language Arts	2022	13.2%	4.8%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	*	*	0.0%	0.0%
	2021	12.1%	4.1%	<b>1.1%</b>	-	1.6%	0.0%	-	*	-	*	*	1.7%	*
Mathematics	2022	6.9%	3.8%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	*	*	0.0%	0.0%
	2021	6.1%	3.3%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
Science	2022	9.6%	9.1%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	*	*	0.0%	0.0%
	2021	8.7%	6.9%	<b>0.0%</b>	-	0.0%	0.0%	-	*	-	*	*	0.0%	*
Social Studies	2022	12.5%	7.9%	<b>14.7%</b>	-	10.3%	19.2%	-	*	-	*	*	5.0%	0.0%
	2021	11.6%	4.7%	<b>10.1%</b>	-	4.8%	27.3%	-	*	-	*	*	6.9%	*
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2022	53.3%	33.7%	<b>88.2%</b>	-	71.4%	100.0%	-	*	-	*	-	*	-
	2021	48.6%	44.5%	<b>64.3%</b>	-	62.5%	66.7%	-	-	-	-	-	66.7%	-
English Language Arts	2022	53.2%	30.0%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	39.7%	*	-	*	-	-	-	-	-	-	*	-
Mathematics	2022	50.4%	12.5%	-	-	-	-	-	-	-	-	-	-	-
	2021	49.4%	41.1%	-	-	-	-	-	-	-	-	-	-	-
Science	2022	44.7%	19.1%	-	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	21.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	25.2%	<b>86.7%</b>	-	71.4%	100.0%	-	*	-	*	-	*	-
	2021	42.2%	43.6%	<b>55.6%</b>	-	*	66.7%	-	-	-	-	-	*	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2021-22	71.5%	71.8%	<b>44.9%</b>	-	38.2%	63.6%	-	*	-	*	*	50.0%	*
	2020-21	70.8%	64.8%	<b>43.9%</b>	-	41.4%	50.0%	-	*	-	-	-	36.7%	-
At/Above Criterion for All Examinees	2021-22	32.1%	15.7%	<b>50.0%</b>	-	38.5%	71.4%	-	*	-	-	-	36.4%	*
	2020-21	32.9%	20.6%	<b>33.3%</b>	-	33.3%	40.0%	-	*	-	-	-	18.2%	-
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2021-22	1001	907	<b>1095</b>	-	1055	1183	-	*	-	-	-	1017	*
	2020-21	1002	928	<b>1062</b>	-	1001	1208	-	1070	-	-	-	1001	-
English Language Arts and Writing	2021-22	506	457	<b>544</b>	-	513	621	-	*	-	-	-	486	*
	2020-21	504	473	<b>537</b>	-	500	624	-	550	-	-	-	508	-
Mathematics	2021-22	496	449	<b>552</b>	-	542	561	-	*	-	-	-	531	*
	2020-21	498	454	<b>525</b>	-	501	584	-	520	-	-	-	493	-
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2021-22	19.5	20.5	*	-	-	*	-	-	-	-	-	-	-
	2020-21	20.0	21.2	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021-22	19.2	20.9	*	-	-	*	-	-	-	-	-	-	-
	2020-21	19.6	21.4	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	19.3	18.6	*	-	-	*	-	-	-	-	-	-	-
	2020-21	19.9	20.4	-	-	-	-	-	-	-	-	-	-	-
Science	2021-22	19.8	21.1	*	-	-	*	-	-	-	-	-	-	-
	2020-21	20.3	21.4	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Other Postsecondary Indicators (TAPR)**  
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2021-22	44.2%	39.1%	<b>96.3%</b>	*	94.5%	100.0%	-	100.0%	-	100.0%	*	94.4%	77.3%
	2020-21	42.5%	43.0%	<b>96.5%</b>	*	96.6%	96.9%	-	90.0%	-	*	*	95.6%	88.2%
English Language Arts	2021-22	16.6%	16.2%	<b>85.8%</b>	*	83.2%	90.5%	-	100.0%	-	85.7%	*	80.3%	54.5%
	2020-21	16.3%	18.1%	<b>93.5%</b>	-	91.3%	98.4%	-	90.0%	-	*	*	90.5%	76.5%
Mathematics	2021-22	19.9%	12.4%	<b>43.7%</b>	*	45.7%	39.3%	-	40.0%	-	50.0%	*	39.0%	63.2%
	2020-21	19.3%	14.1%	<b>42.5%</b>	-	46.5%	35.1%	-	40.0%	-	*	*	51.3%	43.8%
Science	2021-22	21.1%	24.0%	<b>37.6%</b>	*	37.6%	35.5%	-	57.1%	-	42.9%	*	27.1%	20.0%
	2020-21	20.6%	26.4%	<b>24.2%</b>	-	25.5%	23.0%	-	22.2%	-	*	*	28.7%	0.0%
Social Studies	2021-22	22.8%	18.8%	<b>60.9%</b>	*	58.8%	60.7%	-	100.0%	-	71.4%	*	53.9%	37.5%
	2020-21	22.8%	20.6%	<b>70.3%</b>	-	71.1%	67.3%	-	75.0%	-	*	*	66.4%	35.7%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2020-21	46.7%	31.6%	<b>70.7%</b>	-	75.9%	70.0%	-	*	-	-	-	70.0%	-
	2019-20	46.1%	29.6%	<b>38.6%</b>	*	36.4%	44.4%	-	*	-	-	*	20.8%	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	236	100.0%	12,449	5,504,150	236	100.0%	12,506	5,518,432
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	4.1%	4.4%	0	0.0%	4.0%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.1%	3.7%	0	0.0%	4.0%	3.7%
Kindergarten	0	0.0%	6.4%	6.7%	0	0.0%	6.4%	6.7%
Grade 1	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 2	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 3	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.1%
Grade 4	0	0.0%	6.7%	7.2%	0	0.0%	6.6%	7.1%
Grade 5	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 8	0	0.0%	8.3%	7.7%	0	0.0%	8.3%	7.7%
Grade 9	64	27.1%	9.5%	8.7%	64	27.1%	9.5%	8.7%
Grade 10	58	24.6%	8.6%	7.9%	58	24.6%	8.6%	7.9%
Grade 11	62	26.3%	7.6%	7.0%	62	26.3%	7.6%	7.0%
Grade 12	52	22.0%	6.1%	6.6%	52	22.0%	6.3%	6.6%
<b>Ethnic Distribution:</b>								
African American	1	0.4%	2.8%	12.8%	1	0.4%	2.8%	12.8%
Hispanic	155	65.7%	74.2%	53.0%	155	65.7%	74.1%	52.9%
White	66	28.0%	19.7%	25.6%	66	28.0%	19.8%	25.7%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	5	2.1%	0.4%	5.1%	5	2.1%	0.4%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	9	3.8%	2.7%	3.0%	9	3.8%	2.7%	3.0%
<b>Sex:</b>								
Female	126	53.4%	48.4%	48.8%	126	53.4%	48.3%	48.8%
Male	110	46.6%	51.6%	51.2%	110	46.6%	51.7%	51.2%
Economically Disadvantaged	134	56.8%	76.7%	62.1%	134	56.8%	76.6%	62.0%
Non-Educationally Disadvantaged	102	43.2%	23.3%	37.9%	102	43.2%	23.4%	38.0%
Section 504 Students	34	14.4%	10.3%	7.4%	34	14.4%	10.3%	7.4%
EB Students/EL	29	12.3%	41.1%	23.1%	29	12.3%	41.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	3	1.2%	3.7%	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	11	4.7%	9.0%	5.5%	11	4.7%	9.0%	5.5%
Foster Care	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Homeless	2	0.8%	3.9%	1.3%	2	0.8%	3.9%	1.3%
Immigrant	0	0.0%	2.1%	2.2%	0	0.0%	2.1%	2.2%
Migrant	1	0.4%	0.3%	0.3%	1	0.4%	0.3%	0.3%
Title I	0	0.0%	68.0%	64.6%	0	0.0%	68.0%	64.6%
Military Connected	0	0.0%	0.6%	3.6%	0	0.0%	0.6%	3.6%
At-Risk	82	34.7%	70.8%	53.3%	82	34.7%	70.7%	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	29	12.3%	40.4%	23.2%	29	12.3%	40.3%	23.2%
Career and Technical Education	39	16.5%	23.1%	26.5%	39	16.5%	23.0%	26.5%
Career and Technical Education (9-12 grades only)	39	16.5%	61.9%	72.3%	39	16.5%	61.5%	72.2%
Gifted and Talented Education	11	4.7%	7.2%	8.2%	11	4.7%	7.2%	8.2%
Special Education	4	1.7%	12.8%	12.6%	4	1.7%	13.1%	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	*							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	54.3%	44.1%				
Students with Physical Disabilities	0	0.0%	20.3%	20.0%				
Students with Autism	0	0.0%	9.8%	15.5%				
Students with Behavioral Disabilities	*	*	15.1%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.6%	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	14	5.6%	14.9%	16.8%				
By Ethnicity:								
African American	1	0.4%	0.7%	3.3%				
Hispanic	8	3.2%	10.6%	8.7%				
White	4	1.6%	2.9%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.4%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	0	0.0%	16.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	3	13.6%	14.9%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	7	5.6%	15.0%	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	24	12.5%	16.3%	18.1%				



Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	0.0%	1.5%	-	1.9%	4.5%
Grade 1	-	0.1%	2.5%	-	0.0%	3.6%
Grade 2	-	0.3%	1.6%	-	1.4%	2.0%
Grade 3	-	0.1%	0.8%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	-	0.3%	0.3%	-	0.8%	0.4%
Grade 7	-	0.2%	0.4%	-	0.0%	0.5%
Grade 8	-	0.2%	0.4%	-	0.0%	0.5%
Grade 9	0.0%	13.6%	8.7%	0.0%	23.5%	12.6%

Class Size Averages by Grade and Subject  
 (Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	18.5	18.7
Grade 1	-	20.2	19.1
Grade 2	-	18.7	19.1
Grade 3	-	18.7	19.3
Grade 4	-	20.3	19.4
Grade 5	-	22.5	20.8
Grade 6	-	24.3	19.2
<b>Secondary:</b>			
English/Language Arts	16.8	15.1	16.2
Foreign Languages	15.4	20.8	18.8
Mathematics	14.4	17.7	17.5
Science	18.5	20.4	18.5
Social Studies	19.2	20.1	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	17.3	100.0%	100.0%	100.0%
Professional Staff:	17.3	100.0%	71.8%	64.1%
Teachers	13.3	77.3%	55.0%	48.7%
Professional Support	2.9	16.9%	11.3%	10.9%
Campus Administration (School Leadership)	1.0	5.8%	4.3%	3.3%
Educational Aides:	0.0	0.0%	19.1%	11.3%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	10.0	4,258.0
Part-time Librarians	0.0	n/a	1.0	646.0
Full-time Counselors	0.0	n/a	26.0	13,815.0
Part-time Counselors	1.0	n/a	0.0	1,240.0
Total Minority Staff:	3.9	22.8%	35.6%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	1.2	8.7%	6.3%	11.8%
Hispanic	1.3	9.5%	22.4%	29.6%
White	10.9	81.8%	68.4%	54.9%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.8%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	2.0%	1.2%
<b>Teachers by Sex:</b>				
Males	6.0	45.0%	24.5%	24.4%
Females	7.3	55.0%	75.5%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	5.8%	2.0%
Bachelors	3.2	23.7%	72.7%	72.2%
Masters	8.3	62.0%	20.2%	25.0%
Doctorate	1.9	14.3%	1.2%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	1.0	7.5%	14.1%	9.7%
1-5 Years Experience	4.0	30.0%	30.8%	26.3%
6-10 Years Experience	4.0	30.0%	16.5%	20.5%
11-20 Years Experience	2.2	16.3%	20.9%	27.2%
21-30 Years Experience	1.2	8.7%	14.4%	13.3%
Over 30 Years Experience	1.0	7.5%	3.3%	2.9%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	17.7	n/a	15.9	14.8

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	10.0	5.1	6.1
Average Years Experience of Principals with District	10.0	5.1	5.3
Average Years Experience of Assistant Principals	10.0	5.2	5.2
Average Years Experience of Assistant Principals with District	10.0	4.3	4.4
Average Years Experience of Teachers:	12.2	10.5	11.0
Average Years Experience of Teachers with District:	7.4	5.7	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$53,566	\$51,088	\$53,300
1-5 Years Experience	\$56,505	\$53,713	\$56,516
6-10 Years Experience	\$57,692	\$55,003	\$59,732
11-20 Years Experience	\$62,578	\$57,689	\$63,389
21-30 Years Experience	\$66,112	\$63,723	\$67,876
Over 30 Years Experience	\$69,969	\$71,963	\$72,560
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$59,477	\$56,432	\$60,717
Professional Support	\$57,820	\$68,746	\$72,022
Campus Administration (School Leadership)	\$105,394	\$82,355	\$85,167
Instructional Staff Percent:	n/a	77.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	8.3%	5.9%
Career and Technical Education	0.2	1.6%	4.5%	5.4%
Compensatory Education	0.0	0.0%	9.4%	3.2%
Gifted and Talented Education	0.0	0.0%	0.8%	1.7%
Regular Education	7.7	58.1%	57.5%	70.6%
Special Education	0.0	0.0%	12.4%	9.7%
Other	5.4	40.3%	7.0%	3.5%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
COLORADO RIVER COLLEGIATE ACADEMY (011901005) - BASTROP ISD - BASTROP COUNTY

- Indicates there is no data for the item.
- \* Indicates results are masked due to small numbers.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

## **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: BASTROP ISD**

**Campus Name: GENESIS H S**

**Campus Number: 011901022**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2023	72%	61%	<b>44%</b>	*	35%	100%	-	-	-	*	*	-	42%	46%	43%	29%
	2022	65%	47%	<b>28%</b>	*	24%	33%	-	-	-	*	-	-	30%	23%	29%	33%
At Meets Grade Level or Above	2023	52%	36%	<b>5%</b>	*	6%	0%	-	-	-	*	*	-	8%	0%	6%	4%
	2022	47%	29%	<b>0%</b>	*	0%	0%	-	-	-	*	-	-	0%	0%	0%	0%
At Masters Grade Level	2023	13%	5%	<b>0%</b>	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	0%
	2022	11%	4%	<b>0%</b>	*	0%	0%	-	-	-	*	-	-	0%	0%	0%	0%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2023	74%	60%	<b>22%</b>	*	21%	36%	-	-	-	*	*	-	29%	12%	21%	8%
	2022	72%	59%	<b>24%</b>	*	25%	33%	-	-	-	*	*	-	25%	21%	30%	22%
At Meets Grade Level or Above	2023	54%	37%	<b>6%</b>	*	2%	27%	-	-	-	*	*	-	7%	4%	3%	0%
	2022	55%	41%	<b>12%</b>	*	7%	33%	-	-	-	*	*	-	14%	7%	13%	6%
At Masters Grade Level	2023	9%	4%	<b>1%</b>	*	0%	9%	-	-	-	*	*	-	0%	4%	0%	0%
	2022	9%	5%	<b>0%</b>	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	0%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2023	79%	75%	<b>43%</b>	-	41%	*	-	-	-	-	-	-	25%	67%	47%	50%
	2022	76%	71%	<b>35%</b>	*	38%	*	-	-	-	-	-	-	44%	25%	40%	33%
At Meets Grade Level or Above	2023	43%	36%	<b>5%</b>	-	6%	*	-	-	-	-	-	-	0%	11%	5%	0%
	2022	43%	38%	<b>0%</b>	*	0%	*	-	-	-	-	-	-	0%	0%	0%	0%
At Masters Grade Level	2023	23%	14%	<b>0%</b>	-	0%	*	-	-	-	-	-	-	0%	0%	0%	0%
	2022	27%	19%	<b>0%</b>	*	0%	*	-	-	-	-	-	-	0%	0%	0%	0%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2023	88%	81%	<b>43%</b>	-	38%	*	-	-	-	-	*	-	47%	38%	43%	37%
	2022	83%	74%	<b>38%</b>	*	43%	*	-	-	-	*	-	-	50%	29%	25%	40%
At Meets Grade Level or Above	2023	56%	43%	<b>0%</b>	-	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
	2022	55%	40%	<b>0%</b>	*	0%	*	-	-	-	*	-	-	0%	0%	0%	0%
At Masters Grade Level	2023	21%	12%	<b>0%</b>	-	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
	2022	21%	13%	<b>0%</b>	*	0%	*	-	-	-	*	-	-	0%	0%	0%	0%
<b>End of Course U.S. History</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	94%	89%	56%	*	56%	62%	-	-	-	*	22%	-	58%	54%	55%	50%
	2022	89%	83%	56%	*	55%	64%	-	-	-	*	27%	-	57%	56%	52%	30%
At Meets Grade Level or Above	2023	70%	58%	15%	*	15%	23%	-	-	-	*	0%	-	16%	14%	14%	3%
	2022	68%	54%	22%	*	18%	45%	-	-	-	*	9%	-	24%	19%	22%	5%
At Masters Grade Level	2023	38%	25%	1%	*	0%	8%	-	-	-	*	0%	-	0%	4%	0%	0%
	2022	42%	27%	3%	*	0%	9%	-	-	-	*	0%	-	3%	4%	4%	0%
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2023	90%	75%	*	-	*	*	-	-	-	-	-	-	*	*	*	*
	2022	92%	80%	*	-	-	*	-	-	-	-	-	-	*	-	*	-
At Meets Grade Level or Above	2023	61%	39%	*	-	*	*	-	-	-	-	-	-	*	*	*	*
	2022	64%	36%	*	-	-	*	-	-	-	-	-	-	*	-	*	-
At Masters Grade Level	2023	12%	2%	*	-	*	*	-	-	-	-	-	-	*	*	*	*
	2022	13%	2%	*	-	-	*	-	-	-	-	-	-	*	-	*	-
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2023	76%	63%	41%	0%	38%	62%	-	-	-	*	13%	-	43%	38%	41%	32%
	2022	74%	60%	39%	20%	38%	42%	-	-	-	60%	23%	-	40%	36%	39%	30%
At Meets Grade Level or Above	2023	49%	34%	8%	0%	7%	15%	-	-	-	*	0%	-	9%	7%	7%	2%
	2022	48%	33%	11%	0%	9%	26%	-	-	-	20%	8%	-	13%	9%	11%	3%
At Masters Grade Level	2023	20%	10%	1%	0%	0%	5%	-	-	-	*	0%	-	0%	2%	0%	0%
	2022	23%	13%	1%	0%	0%	3%	-	-	-	20%	0%	-	1%	1%	2%	0%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	62%	30%	*	26%	59%	-	-	-	*	0%	-	34%	23%	29%	16%
	2022	75%	60%	26%	*	25%	33%	-	-	-	*	*	-	27%	22%	30%	28%
At Meets Grade Level or Above	2023	53%	35%	6%	*	4%	18%	-	-	-	*	0%	-	7%	3%	4%	2%
	2022	53%	37%	6%	*	4%	20%	-	-	-	*	*	-	8%	4%	7%	3%
At Masters Grade Level	2023	20%	9%	1%	*	0%	6%	-	-	-	*	0%	-	0%	3%	0%	0%
	2022	25%	14%	0%	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	0%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	61%	44%	-	39%	57%	-	-	-	-	-	-	36%	55%	48%	46%
	2022	72%	59%	33%	*	38%	*	-	-	-	-	-	-	40%	25%	38%	33%



Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	45%	30%	<b>4%</b>	-	6%	0%	-	-	-	-	-	-	0%	9%	5%	0%
	2022	42%	29%	<b>0%</b>	*	0%	*	-	-	-	-	-	-	0%	0%	0%	0%
At Masters Grade Level	2023	19%	10%	<b>0%</b>	-	0%	0%	-	-	-	-	-	-	0%	0%	0%	0%
	2022	20%	10%	<b>0%</b>	*	0%	*	-	-	-	-	-	-	0%	0%	0%	0%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2023	77%	67%	<b>43%</b>	-	38%	*	-	-	-	-	*	-	47%	38%	43%	37%
	2022	76%	63%	<b>38%</b>	*	43%	*	-	-	-	*	-	-	50%	29%	25%	40%
At Meets Grade Level or Above	2023	47%	34%	<b>0%</b>	-	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
	2022	47%	32%	<b>0%</b>	*	0%	*	-	-	-	*	-	-	0%	0%	0%	0%
At Masters Grade Level	2023	18%	10%	<b>0%</b>	-	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
	2022	21%	11%	<b>0%</b>	*	0%	*	-	-	-	*	-	-	0%	0%	0%	0%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2023	78%	68%	<b>56%</b>	*	56%	62%	-	-	-	*	22%	-	58%	54%	55%	50%
	2022	75%	62%	<b>56%</b>	*	55%	64%	-	-	-	*	27%	-	57%	56%	52%	30%
At Meets Grade Level or Above	2023	52%	38%	<b>15%</b>	*	15%	23%	-	-	-	*	0%	-	16%	14%	14%	3%
	2022	50%	35%	<b>22%</b>	*	18%	45%	-	-	-	*	9%	-	24%	19%	22%	5%
At Masters Grade Level	2023	27%	16%	<b>1%</b>	*	0%	8%	-	-	-	*	0%	-	0%	4%	0%	0%
	2022	30%	17%	<b>3%</b>	*	0%	9%	-	-	-	*	0%	-	3%	4%	4%	0%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Progress (TAPR)**  
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
End of Course English II	2023	74%	70%	*	-	*	*	-	-	-	-	*	-	-	*	*	*
All Grades Both Subjects	2023	64%	55%	*	-	*	*	-	-	-	-	*	-	-	*	*	*
All Grades ELA/Reading	2023	63%	51%	*	-	*	*	-	-	-	-	*	-	-	*	*	*
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
End of Course English II	2023	41%	36%	*	-	*	*	-	-	-	-	*	-	-	*	*	*
All Grades Both Subjects	2023	38%	29%	*	-	*	*	-	-	-	-	*	-	-	*	*	*
All Grades ELA/Reading	2023	35%	26%	*	-	*	*	-	-	-	-	*	-	-	*	*	*

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2023	76%	63%	<b>41%</b>	-	-	-	-	-	-	31%	-	32%	*	*	52%	32%	55%
	2022	74%	60%	<b>39%</b>	42%	-	-	-	42%	-	31%	48%	23%	-	*	46%	30%	*
At Meets Grade Level or Above	2023	49%	34%	<b>8%</b>	-	-	-	-	-	-	2%	-	2%	*	*	16%	2%	18%
	2022	48%	33%	<b>11%</b>	5%	-	-	-	5%	-	3%	5%	2%	-	*	17%	3%	*
At Masters Grade Level	2023	20%	10%	<b>1%</b>	-	-	-	-	-	-	0%	-	0%	*	*	2%	0%	0%
	2022	23%	13%	<b>1%</b>	0%	-	-	-	0%	-	0%	0%	0%	-	*	2%	0%	*
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2023	77%	62%	<b>30%</b>	-	-	-	-	-	-	17%	-	17%	-	-	47%	17%	*
	2022	75%	60%	<b>26%</b>	36%	-	-	-	36%	-	29%	42%	22%	-	*	25%	28%	*
At Meets Grade Level or Above	2023	53%	35%	<b>6%</b>	-	-	-	-	-	-	2%	-	2%	-	-	9%	2%	*
	2022	53%	37%	<b>6%</b>	0%	-	-	-	0%	-	3%	8%	0%	-	*	10%	3%	*
At Masters Grade Level	2023	20%	9%	<b>1%</b>	-	-	-	-	-	-	0%	-	0%	-	-	2%	0%	*
	2022	25%	14%	<b>0%</b>	0%	-	-	-	0%	-	0%	0%	0%	-	*	0%	0%	*
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2023	75%	61%	<b>44%</b>	-	-	-	-	-	-	55%	-	60%	*	*	45%	50%	*
	2022	72%	59%	<b>33%</b>	*	-	-	-	*	-	33%	*	*	-	-	33%	33%	-
At Meets Grade Level or Above	2023	45%	30%	<b>4%</b>	-	-	-	-	-	-	0%	-	0%	*	*	9%	0%	*
	2022	42%	29%	<b>0%</b>	*	-	-	-	*	-	0%	*	*	-	-	0%	0%	-
At Masters Grade Level	2023	19%	10%	<b>0%</b>	-	-	-	-	-	-	0%	-	0%	*	*	0%	0%	*
	2022	20%	10%	<b>0%</b>	*	-	-	-	*	-	0%	*	*	-	-	0%	0%	-
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2023	77%	67%	<b>43%</b>	-	-	-	-	-	-	35%	-	35%	-	*	*	39%	*
	2022	76%	63%	<b>38%</b>	*	-	-	-	*	-	40%	-	40%	-	-	43%	40%	-
At Meets Grade Level or Above	2023	47%	34%	<b>0%</b>	-	-	-	-	-	-	0%	-	0%	-	*	*	0%	*
	2022	47%	32%	<b>0%</b>	*	-	-	-	*	-	0%	-	0%	-	-	0%	0%	-
At Masters Grade Level	2023	18%	10%	<b>0%</b>	-	-	-	-	-	-	0%	-	0%	-	*	*	0%	*
	2022	21%	11%	<b>0%</b>	*	-	-	-	*	-	0%	-	0%	-	-	0%	0%	-
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2023	78%	68%	<b>56%</b>	-	-	-	-	-	-	47%	-	47%	-	*	61%	49%	*
	2022	75%	62%	<b>56%</b>	20%	-	-	-	20%	-	32%	57%	17%	-	*	73%	30%	*
At Meets Grade Level or Above	2023	52%	38%	<b>15%</b>	-	-	-	-	-	-	3%	-	3%	-	*	27%	3%	*
	2022	50%	35%	<b>22%</b>	20%	-	-	-	20%	-	5%	0%	8%	-	*	33%	5%	*

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	16%	1%	-	-	-	-	-	-	0%	-	0%	-	*	3%	0%	*
	2022	30%	17%	3%	0%	-	-	-	0%	-	0%	0%	0%	-	*	5%	0%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	55%	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-
All Grades ELA/Reading	2023	63%	51%	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	29%	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-
All Grades ELA/Reading	2023	35%	26%	*	-	-	-	-	-	-	*	-	*	-	-	*	*	-

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	<b>93%</b>	56%	96%	94%	-	-	-	73%	83%	-	95%	90%	94%	96%
Included in Accountability	93%	91%	<b>63%</b>	31%	64%	74%	-	-	-	27%	52%	-	71%	53%	64%	63%
Not Included in Accountability: Mobile	4%	5%	<b>28%</b>	25%	28%	21%	-	-	-	45%	14%	-	21%	36%	27%	29%
Not Included in Accountability: Other Exclusions	2%	3%	<b>3%</b>	0%	4%	0%	-	-	-	0%	17%	-	4%	1%	3%	5%
Not Tested	1%	1%	<b>7%</b>	44%	4%	6%	-	-	-	27%	17%	-	5%	10%	6%	4%
Absent	1%	1%	<b>6%</b>	44%	4%	4%	-	-	-	27%	17%	-	5%	8%	5%	3%
Other	0%	0%	<b>1%</b>	0%	1%	2%	-	-	-	0%	0%	-	0%	2%	1%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>93%</b>	50%	96%	95%	-	-	-	83%	83%	-	97%	88%	93%	96%
Included in Accountability	92%	90%	<b>61%</b>	38%	62%	77%	-	-	-	33%	42%	-	71%	50%	63%	59%
Not Included in Accountability: Mobile	4%	5%	<b>26%</b>	13%	26%	18%	-	-	-	50%	0%	-	18%	36%	25%	27%
Not Included in Accountability: Other Exclusions	3%	5%	<b>6%</b>	0%	7%	0%	-	-	-	0%	42%	-	8%	3%	6%	10%
Not Tested	1%	1%	<b>7%</b>	50%	4%	5%	-	-	-	17%	17%	-	3%	12%	7%	4%
Absent	1%	1%	<b>6%</b>	50%	4%	0%	-	-	-	17%	17%	-	3%	10%	6%	4%
Other	0%	0%	<b>1%</b>	0%	0%	5%	-	-	-	0%	0%	-	0%	1%	1%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>85%</b>	*	90%	90%	-	-	-	*	*	-	86%	85%	88%	89%
Included in Accountability	94%	92%	<b>61%</b>	*	62%	70%	-	-	-	*	*	-	67%	55%	64%	72%
Not Included in Accountability: Mobile	5%	5%	<b>24%</b>	*	28%	20%	-	-	-	*	*	-	19%	30%	24%	17%
Not Included in Accountability: Other Exclusions	1%	2%	<b>0%</b>	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	0%
Not Tested	1%	2%	<b>15%</b>	*	10%	10%	-	-	-	*	*	-	14%	15%	12%	11%
Absent	1%	1%	<b>10%</b>	*	3%	10%	-	-	-	*	*	-	14%	5%	6%	6%
Other	0%	0%	<b>5%</b>	*	7%	0%	-	-	-	*	*	-	0%	10%	6%	6%
<b>Science</b>																
Assessment Participant	99%	98%	<b>93%</b>	*	97%	*	-	-	-	-	*	-	96%	89%	97%	100%
Included in Accountability	93%	93%	<b>56%</b>	*	60%	*	-	-	-	-	*	-	65%	44%	58%	63%
Not Included in Accountability: Mobile	4%	4%	<b>37%</b>	*	37%	*	-	-	-	-	*	-	30%	44%	39%	37%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	*	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
Not Tested	1%	2%	<b>7%</b>	*	3%	*	-	-	-	-	*	-	4%	11%	3%	0%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	7%	*	3%	*	-	-	-	-	*	-	4%	11%	3%	0%
Other	0%	0%	0%	*	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	99%	98%	96%	80%	97%	100%	-	-	-	*	92%	-	97%	96%	96%	96%
Included in Accountability	94%	93%	68%	40%	71%	72%	-	-	-	*	69%	-	74%	60%	68%	65%
Not Included in Accountability: Mobile	4%	3%	29%	40%	27%	28%	-	-	-	*	23%	-	22%	36%	28%	31%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
Not Tested	1%	2%	4%	20%	3%	0%	-	-	-	*	8%	-	3%	4%	4%	4%
Absent	1%	2%	4%	20%	3%	0%	-	-	-	*	8%	-	3%	4%	4%	4%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	93%	95%	67%	-	*	*	-	-	-	-	-	-	*	*	*	*
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	98%	93%	67%	94%	93%	-	-	-	100%	96%	-	92%	95%	92%	98%
Included in Accountability	93%	92%	59%	67%	65%	70%	-	-	-	100%	52%	-	63%	55%	58%	52%
Not Included in Accountability: Mobile	5%	5%	29%	0%	22%	23%	-	-	-	0%	36%	-	25%	34%	29%	36%
Not Included in Accountability: Other Exclusions	1%	1%	4%	0%	7%	0%	-	-	-	0%	8%	-	4%	6%	4%	10%
Not Tested	1%	2%	7%	33%	6%	7%	-	-	-	0%	4%	-	8%	5%	8%	2%
Absent	1%	1%	5%	33%	4%	5%	-	-	-	0%	4%	-	7%	3%	8%	2%
Other	0%	0%	1%	0%	2%	2%	-	-	-	0%	0%	-	1%	2%	1%	0%
<b>Reading</b>																
Assessment Participant	99%	98%	95%	80%	94%	95%	-	-	-	*	90%	-	94%	96%	93%	97%
Included in Accountability	92%	91%	58%	80%	62%	71%	-	-	-	*	20%	-	65%	48%	56%	52%
Not Included in Accountability: Mobile	5%	5%	27%	0%	17%	24%	-	-	-	*	50%	-	21%	36%	29%	26%
Not Included in Accountability: Other Exclusions	2%	2%	10%	0%	15%	0%	-	-	-	*	20%	-	8%	13%	8%	19%
Not Tested	1%	2%	5%	20%	6%	5%	-	-	-	*	10%	-	6%	4%	7%	3%
Absent	1%	2%	5%	20%	6%	5%	-	-	-	*	10%	-	6%	4%	7%	3%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	79%	*	85%	83%	-	-	-	-	*	-	79%	79%	81%	100%
Included in Accountability	93%	93%	55%	*	65%	67%	-	-	-	-	*	-	53%	57%	62%	60%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	6%	24%	*	20%	17%	-	-	-	-	*	-	26%	21%	19%	40%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	-	-	*	-	0%	0%	0%	0%
Not Tested	1%	1%	21%	*	15%	17%	-	-	-	-	*	-	21%	21%	19%	0%
Absent	1%	1%	9%	*	0%	0%	-	-	-	-	*	-	11%	7%	12%	0%
Other	0%	1%	12%	*	15%	17%	-	-	-	-	*	-	11%	14%	8%	0%
<b>Science</b>																
Assessment Participant	98%	98%	86%	*	82%	*	-	-	-	*	-	-	81%	92%	80%	100%
Included in Accountability	93%	93%	45%	*	41%	*	-	-	-	*	-	-	38%	54%	40%	36%
Not Included in Accountability: Mobile	4%	5%	41%	*	41%	*	-	-	-	*	-	-	44%	38%	40%	64%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	*	-	-	-	*	-	-	0%	0%	0%	0%
Not Tested	2%	2%	14%	*	18%	*	-	-	-	*	-	-	19%	8%	20%	0%
Absent	1%	2%	14%	*	18%	*	-	-	-	*	-	-	19%	8%	20%	0%
Other	0%	0%	0%	*	0%	*	-	-	-	*	-	-	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	98%	98%	98%	*	100%	93%	-	-	-	*	100%	-	96%	100%	97%	100%
Included in Accountability	94%	94%	67%	*	76%	79%	-	-	-	*	79%	-	70%	64%	67%	57%
Not Included in Accountability: Mobile	4%	4%	31%	*	24%	14%	-	-	-	*	21%	-	26%	36%	30%	43%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
Not Tested	2%	2%	2%	*	0%	7%	-	-	-	*	0%	-	4%	0%	3%	0%
Absent	1%	2%	2%	*	0%	7%	-	-	-	*	0%	-	4%	0%	3%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	89%	87%	20%	-	*	*	-	-	-	-	-	-	*	*	*	-

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	90.6%	*	*	*	*	*	-	-	-	*	*	*
2020-21	95.0%	92.0%	<b>49.2%</b>	*	49.2%	54.4%	-	-	-	*	47.1%	49.1%	52.2%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	34.8%	<b>100.0%</b>	*	100.0%	*	*	-	-	-	*	100.0%	*
2020-21	15.0%	27.7%	<b>87.3%</b>	87.5%	90.1%	76.9%	-	-	-	85.7%	87.5%	88.5%	86.8%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	0.2%	<b>2.6%</b>	0.0%	2.3%	4.9%	*	-	-	0.0%	2.9%	3.7%	3.7%
2020-21	2.4%	0.3%	<b>3.9%</b>	10.0%	3.3%	0.0%	-	-	-	25.0%	3.3%	4.7%	5.7%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	97.3%	<b>90.9%</b>	100.0%	91.0%	84.2%	-	-	-	100.0%	95.2%	88.1%	87.0%
Received TxCHSE	0.3%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.5%	1.5%	<b>6.3%</b>	0.0%	7.2%	5.3%	-	-	-	0.0%	0.0%	8.3%	9.3%
Dropped Out	6.4%	1.2%	<b>2.8%</b>	0.0%	1.8%	10.5%	-	-	-	0.0%	4.8%	3.7%	3.7%
Graduates and TxCHSE	90.0%	97.3%	<b>90.9%</b>	100.0%	91.0%	84.2%	-	-	-	100.0%	95.2%	88.1%	87.0%
Graduates, TxCHSE, and Continuers	93.6%	98.8%	<b>97.2%</b>	100.0%	98.2%	89.5%	-	-	-	100.0%	95.2%	96.3%	96.3%
<b>Class of 2021</b>													
Graduated	90.0%	95.9%	<b>78.3%</b>	87.5%	79.2%	79.2%	-	-	-	40.0%	71.4%	84.9%	82.9%
Received TxCHSE	0.3%	0.2%	<b>0.7%</b>	0.0%	0.0%	0.0%	-	-	-	20.0%	0.0%	0.9%	0.0%
Continued HS	3.9%	2.8%	<b>16.7%</b>	0.0%	17.8%	16.7%	-	-	-	20.0%	19.0%	8.5%	11.4%
Dropped Out	5.8%	1.1%	<b>4.3%</b>	12.5%	3.0%	4.2%	-	-	-	20.0%	9.5%	5.7%	5.7%
Graduates and TxCHSE	90.3%	96.2%	<b>79.0%</b>	87.5%	79.2%	79.2%	-	-	-	60.0%	71.4%	85.8%	82.9%
Graduates, TxCHSE, and Continuers	94.2%	98.9%	<b>95.7%</b>	87.5%	97.0%	95.8%	-	-	-	80.0%	90.5%	94.3%	94.3%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	98.7%	<b>94.7%</b>	87.5%	95.8%	95.8%	-	-	-	*	95.0%	93.3%	94.3%
Received TxCHSE	0.4%	0.4%	<b>0.8%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	1.0%	0.0%
Continued HS	1.0%	0.1%	<b>0.8%</b>	0.0%	1.0%	0.0%	-	-	-	*	0.0%	1.0%	2.9%
Dropped Out	6.3%	0.8%	<b>3.8%</b>	12.5%	3.1%	4.2%	-	-	-	*	5.0%	4.8%	2.9%
Graduates and TxCHSE	92.7%	99.0%	<b>95.5%</b>	87.5%	95.8%	95.8%	-	-	-	*	95.0%	94.2%	94.3%
Graduates, TxCHSE, and Continuers	93.7%	99.2%	<b>96.2%</b>	87.5%	96.9%	95.8%	-	-	-	*	95.0%	95.2%	97.1%



Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Class of 2020</b>													
Graduated	92.2%	97.7%	<b>91.7%</b>	90.0%	92.6%	91.4%	-	-	-	80.0%	95.5%	90.7%	90.6%
Received TxCHSE	0.5%	0.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	0.5%	<b>2.8%</b>	0.0%	3.2%	2.9%	-	-	-	0.0%	4.5%	1.9%	3.1%
Dropped Out	6.2%	1.7%	<b>5.5%</b>	10.0%	4.2%	5.7%	-	-	-	20.0%	0.0%	7.4%	6.3%
Graduates and TxCHSE	92.7%	97.8%	<b>91.7%</b>	90.0%	92.6%	91.4%	-	-	-	80.0%	95.5%	90.7%	90.6%
Graduates, TxCHSE, and Continuers	93.8%	98.3%	<b>94.5%</b>	90.0%	95.8%	94.3%	-	-	-	80.0%	100.0%	92.6%	93.8%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	98.3%	<b>95.1%</b>	90.0%	96.8%	94.1%	-	-	-	80.0%	100.0%	93.5%	96.8%
Received TxCHSE	0.5%	0.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Continued HS	0.5%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	1.6%	<b>4.9%</b>	10.0%	3.2%	5.9%	-	-	-	20.0%	0.0%	6.5%	3.2%
Graduates and TxCHSE	93.2%	98.4%	<b>95.1%</b>	90.0%	96.8%	94.1%	-	-	-	80.0%	100.0%	93.5%	96.8%
Graduates, TxCHSE, and Continuers	93.8%	98.4%	<b>95.1%</b>	90.0%	96.8%	94.1%	-	-	-	80.0%	100.0%	93.5%	96.8%
<b>Class of 2019</b>													
Graduated	92.6%	98.3%	<b>95.3%</b>	92.3%	96.8%	91.4%	-	*	*	100.0%	90.5%	94.5%	96.4%
Received TxCHSE	0.6%	0.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	0.6%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	1.4%	<b>4.7%</b>	7.7%	3.2%	8.6%	-	*	*	0.0%	9.5%	5.5%	3.6%
Graduates and TxCHSE	93.2%	98.6%	<b>95.3%</b>	92.3%	96.8%	91.4%	-	*	*	100.0%	90.5%	94.5%	96.4%
Graduates, TxCHSE, and Continuers	93.8%	98.6%	<b>95.3%</b>	92.3%	96.8%	91.4%	-	*	*	100.0%	90.5%	94.5%	96.4%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	95.5%	<b>87.2%</b>	100.0%	87.1%	80.0%	-	-	-	100.0%	90.9%	85.7%	79.7%
Class of 2021	90.0%	94.9%	<b>77.9%</b>	87.5%	78.6%	79.2%	-	-	-	40.0%	69.6%	84.3%	82.9%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	1.0%	<b>3.1%</b>	0.0%	2.0%	6.3%	-	-	-	14.3%	0.0%	3.1%	0.0%
Class of 2021	3.8%	3.1%	<b>1.9%</b>	0.0%	2.5%	0.0%	-	-	-	*	0.0%	1.1%	0.0%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	84.3%	72.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Class of 2021	81.9%	68.8%	<b>0.9%</b>	0.0%	1.3%	0.0%	-	-	-	*	0.0%	1.1%	0.0%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	88.0%	73.7%	<b>3.1%</b>	0.0%	2.0%	6.3%	-	-	-	14.3%	0.0%	3.1%	0.0%
Class of 2021	85.7%	71.9%	<b>2.8%</b>	0.0%	3.8%	0.0%	-	-	-	*	0.0%	2.2%	0.0%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	1.0%	<b>3.1%</b>	0.0%	0.8%	12.0%	-	-	-	12.5%	0.0%	1.8%	0.0%
2020-21	3.8%	3.3%	<b>3.5%</b>	0.0%	3.6%	4.2%	-	-	-	*	0.0%	2.3%	0.0%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	69.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
2020-21	80.4%	68.0%	<b>0.9%</b>	0.0%	1.2%	0.0%	-	-	-	*	0.0%	1.1%	0.0%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	70.7%	<b>3.1%</b>	0.0%	0.8%	12.0%	-	-	-	12.5%	0.0%	1.8%	0.0%
2020-21	84.1%	71.3%	<b>4.4%</b>	0.0%	4.8%	4.2%	-	-	-	*	0.0%	3.4%	0.0%

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	162	100.0%	858	368,686
<b>By Ethnicity:</b>				
African American	8	4.9%	32	45,227
Hispanic	121	74.7%	588	191,125
White	25	15.4%	204	103,171
American Indian	0	0.0%	1	1,159
Asian	0	0.0%	4	18,794
Pacific Islander	0	0.0%	2	569
Two or More Races	8	4.9%	27	8,641
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	157	96.9%	251	51,023
Foundation H.S. Program (Endorsement)	5	3.1%	9	14,179
Foundation H.S. Program (DLA)	0	0.0%	598	302,917
Special Education Graduates	27	16.7%	84	32,447
Economically Disadvantaged Graduates	110	67.9%	475	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	21	13.0%	142	40,398
At-Risk Graduates	69	42.6%	454	159,689

Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2021-22	70.0%	48.8%	<b>11.1%</b>	0.0%	11.6%	8.0%	-	-	-	25.0%	22.2%	10.0%	14.3%
2020-21	65.2%	48.2%	<b>17.5%</b>	0.0%	20.2%	12.5%	-	-	-	*	6.7%	17.2%	16.0%
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2021-22	52.9%	36.4%	<b>6.8%</b>	0.0%	5.8%	8.0%	-	-	-	25.0%	0.0%	5.5%	4.8%
2020-21	52.7%	39.1%	<b>14.0%</b>	0.0%	15.5%	12.5%	-	-	-	*	0.0%	12.6%	4.0%
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2021-22	57.1%	44.4%	<b>8.0%</b>	0.0%	8.3%	4.0%	-	-	-	25.0%	0.0%	5.5%	0.0%
2020-21	56.1%	49.0%	<b>16.7%</b>	40.0%	15.5%	16.7%	-	-	-	*	0.0%	16.1%	4.0%
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2021-22	48.2%	29.5%	<b>4.3%</b>	0.0%	4.1%	0.0%	-	-	-	25.0%	0.0%	3.6%	0.0%
2020-21	45.7%	34.4%	<b>9.6%</b>	0.0%	10.7%	8.3%	-	-	-	*	0.0%	10.3%	0.0%
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2021-22	42.2%	27.7%	<b>3.7%</b>	0.0%	3.3%	0.0%	-	-	-	25.0%	0.0%	2.7%	0.0%
2020-21	40.4%	27.9%	<b>5.3%</b>	0.0%	6.0%	4.2%	-	-	-	*	0.0%	5.7%	0.0%
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2021-22	20.5%	12.8%	<b>1.2%</b>	0.0%	1.7%	0.0%	-	-	-	0.0%	0.0%	1.8%	4.8%
2020-21	21.3%	17.6%	<b>8.8%</b>	0.0%	11.9%	0.0%	-	-	-	*	0.0%	8.0%	4.0%
<b>Associate Degree (Annual Graduates)</b>													
2021-22	2.4%	3.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
2020-21	2.6%	3.9%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2021-22	24.0%	22.0%	<b>3.7%</b>	0.0%	1.7%	8.0%	-	-	-	25.0%	0.0%	2.7%	0.0%
2020-21	25.9%	21.1%	<b>5.3%</b>	0.0%	3.6%	12.5%	-	-	-	*	0.0%	5.7%	0.0%
<b>Onramps Course Credits (Annual Graduates)</b>													
2021-22	4.4%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
2020-21	4.4%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2021-22	33.5%	17.5%	<b>4.3%</b>	0.0%	5.8%	0.0%	-	-	-	0.0%	22.2%	4.5%	9.5%
2020-21	24.2%	11.4%	<b>3.5%</b>	0.0%	4.8%	0.0%	-	-	-	*	6.7%	4.6%	12.0%
<b>Approved Industry-Based Certification (Annual Graduates)</b>													
2021-22	28.0%	11.4%	<b>0.6%</b>	0.0%	0.8%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%

Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	5.5%	<b>2.6%</b>	0.0%	3.6%	0.0%	-	-	-	*	0.0%	3.4%	8.0%
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2021-22	0.7%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
2020-21	0.7%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2021-22	2.5%	2.7%	<b>3.7%</b>	0.0%	5.0%	0.0%	-	-	-	0.0%	22.2%	4.5%	9.5%
2020-21	2.4%	2.8%	<b>0.9%</b>	0.0%	1.2%	0.0%	-	-	-	*	6.7%	1.1%	4.0%
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2021-22	5.0%	4.9%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
2020-21	4.4%	3.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2021-22	22.8%	32.3%	<b>7.4%</b>	0.0%	8.3%	4.0%	-	-	-	12.5%	0.0%	4.5%	0.0%
	2020-21	25.9%	34.1%	<b>16.7%</b>	40.0%	15.5%	16.7%	-	-	-	*	0.0%	16.1%	4.0%
Mathematics	2021-22	18.7%	24.1%	<b>3.7%</b>	0.0%	4.1%	0.0%	-	-	-	12.5%	0.0%	2.7%	0.0%
	2020-21	19.4%	21.3%	<b>9.6%</b>	0.0%	10.7%	8.3%	-	-	-	*	0.0%	10.3%	0.0%
Both Subjects	2021-22	12.6%	18.9%	<b>3.1%</b>	0.0%	3.3%	0.0%	-	-	-	12.5%	0.0%	1.8%	0.0%
	2020-21	14.4%	15.6%	<b>5.3%</b>	0.0%	6.0%	4.2%	-	-	-	*	0.0%	5.7%	0.0%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2021-22	11.7%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
	2020-21	8.6%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Mathematics	2021-22	14.0%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
	2020-21	10.3%	4.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Both Subjects	2021-22	7.5%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
	2020-21	4.9%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2022	23.0%	15.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
	2021	21.1%	11.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
English Language Arts	2022	13.2%	4.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
	2021	12.1%	4.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2022	6.9%	3.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
	2021	6.1%	3.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Science	2022	9.6%	9.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
	2021	8.7%	6.9%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
Social Studies	2022	12.5%	7.9%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
	2021	11.6%	4.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2022	53.3%	33.7%	-	-	-	-	-	-	-	-	-	-	-
	2021	48.6%	44.5%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2022	53.2%	30.0%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	39.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	12.5%	-	-	-	-	-	-	-	-	-	-	-
	2021	49.4%	41.1%	-	-	-	-	-	-	-	-	-	-	-
Science	2022	44.7%	19.1%	-	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	21.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	25.2%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	43.6%	-	-	-	-	-	-	-	-	-	-	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2021-22	71.5%	71.8%	<b>0.6%</b>	0.0%	0.8%	0.0%	-	-	-	0.0%	0.0%	0.9%	0.0%
	2020-21	70.8%	64.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
At/Above Criterion for All Examinees	2021-22	32.1%	15.7%	*	-	*	-	-	-	-	-	-	*	-
	2020-21	32.9%	20.6%	-	-	-	-	-	-	-	-	-	-	-
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2021-22	1001	907	*	-	*	-	-	-	-	-	-	*	-
	2020-21	1002	928	-	-	-	-	-	-	-	-	-	-	-
English Language Arts and Writing	2021-22	506	457	*	-	*	-	-	-	-	-	-	*	-
	2020-21	504	473	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	496	449	*	-	*	-	-	-	-	-	-	*	-
	2020-21	498	454	-	-	-	-	-	-	-	-	-	-	-
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2021-22	19.5	20.5	-	-	-	-	-	-	-	-	-	-	-
	2020-21	20.0	21.2	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021-22	19.2	20.9	-	-	-	-	-	-	-	-	-	-	-
	2020-21	19.6	21.4	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	19.3	18.6	-	-	-	-	-	-	-	-	-	-	-
	2020-21	19.9	20.4	-	-	-	-	-	-	-	-	-	-	-
Science	2021-22	19.8	21.1	-	-	-	-	-	-	-	-	-	-	-
	2020-21	20.3	21.4	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Other Postsecondary Indicators (TAPR)**  
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2021-22	44.2%	39.1%	<b>1.0%</b>	0.0%	0.7%	0.0%	*	-	-	12.5%	*	0.0%	*
	2020-21	42.5%	43.0%	<b>20.6%</b>	0.0%	22.8%	20.0%	-	-	-	0.0%	26.3%	19.5%	11.4%
English Language Arts	2021-22	16.6%	16.2%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	-	0.0%	-
	2020-21	16.3%	18.1%	<b>22.8%</b>	0.0%	25.2%	20.8%	-	-	-	*	29.4%	21.4%	11.4%
Mathematics	2021-22	19.9%	12.4%	<b>1.7%</b>	0.0%	1.2%	0.0%	-	-	-	20.0%	*	0.0%	-
	2020-21	19.3%	14.1%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Science	2021-22	21.1%	24.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	*	0.0%	*
	2020-21	20.6%	26.4%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Social Studies	2021-22	22.8%	18.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	*	0.0%	-
	2020-21	22.8%	20.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2020-21	46.7%	31.6%	<b>3.5%</b>	20.0%	2.4%	4.2%	-	-	-	*	6.7%	2.1%	0.0%
	2019-20	46.1%	29.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-



Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	137	100.0%	12,449	5,504,150	145	100.0%	12,506	5,518,432
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	4.1%	4.4%	0	0.0%	4.0%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.1%	3.7%	0	0.0%	4.0%	3.7%
Kindergarten	0	0.0%	6.4%	6.7%	0	0.0%	6.4%	6.7%
Grade 1	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 2	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 3	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.1%
Grade 4	0	0.0%	6.7%	7.2%	0	0.0%	6.6%	7.1%
Grade 5	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 8	0	0.0%	8.3%	7.7%	0	0.0%	8.3%	7.7%
Grade 9	4	2.9%	9.5%	8.7%	4	2.8%	9.5%	8.7%
Grade 10	22	16.1%	8.6%	7.9%	22	15.2%	8.6%	7.9%
Grade 11	54	39.4%	7.6%	7.0%	54	37.2%	7.6%	7.0%
Grade 12	57	41.6%	6.1%	6.6%	65	44.8%	6.3%	6.6%
<b>Ethnic Distribution:</b>								
African American	5	3.6%	2.8%	12.8%	7	4.8%	2.8%	12.8%
Hispanic	101	73.7%	74.2%	53.0%	106	73.1%	74.1%	52.9%
White	28	20.4%	19.7%	25.6%	29	20.0%	19.8%	25.7%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	0	0.0%	0.4%	5.1%	0	0.0%	0.4%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	3	2.2%	2.7%	3.0%	3	2.1%	2.7%	3.0%
<b>Sex:</b>								
Female	50	36.5%	48.4%	48.8%	54	37.2%	48.3%	48.8%
Male	87	63.5%	51.6%	51.2%	91	62.8%	51.7%	51.2%
Economically Disadvantaged	117	85.4%	76.7%	62.1%	121	83.4%	76.6%	62.0%
Non-Educationally Disadvantaged	20	14.6%	23.3%	37.9%	24	16.6%	23.4%	38.0%
Section 504 Students	25	18.2%	10.3%	7.4%	26	17.9%	10.3%	7.4%
EB Students/EL	56	40.9%	41.1%	23.1%	61	42.1%	41.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	5	2.1%	3.7%	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	16	11.7%	9.0%	5.5%	17	11.7%	9.0%	5.5%
Foster Care	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Homeless	18	13.1%	3.9%	1.3%	18	12.4%	3.9%	1.3%
Immigrant	2	1.5%	2.1%	2.2%	3	2.1%	2.1%	2.2%
Migrant	2	1.5%	0.3%	0.3%	2	1.4%	0.3%	0.3%
Title I	0	0.0%	68.0%	64.6%	0	0.0%	68.0%	64.6%
Military Connected	1	0.7%	0.6%	3.6%	1	0.7%	0.6%	3.6%
At-Risk	137	100.0%	70.8%	53.3%	145	100.0%	70.7%	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	56	40.9%	40.4%	23.2%	61	42.1%	40.3%	23.2%
Career and Technical Education	36	26.3%	23.1%	26.5%	36	24.8%	23.0%	26.5%
Career and Technical Education (9-12 grades only)	36	26.3%	61.9%	72.3%	36	24.8%	61.5%	72.2%
Gifted and Talented Education	0	0.0%	7.2%	8.2%	0	0.0%	7.2%	8.2%
Special Education	24	17.5%	12.8%	12.6%	26	17.9%	13.1%	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	24							
By Type of Primary Disability								
Students with Intellectual Disabilities	11	45.8%	54.3%	44.1%				
Students with Physical Disabilities	*	*	20.3%	20.0%				
Students with Autism	*	*	9.8%	15.5%				
Students with Behavioral Disabilities	10	41.7%	15.1%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.6%	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	15	100.0%	14.9%	16.8%				
By Ethnicity:								
African American	1	6.7%	0.7%	3.3%				
Hispanic	10	66.7%	10.6%	8.7%				
White	3	20.0%	2.9%	3.4%				
American Indian	1	6.7%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	2	100.0%	16.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	3	100.0%	14.9%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	13	100.0%	15.0%	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	61	82.4%	16.3%	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

Class Size Averages by Grade and Subject  
 (Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	18.5	18.7
Grade 1	-	20.2	19.1
Grade 2	-	18.7	19.1
Grade 3	-	18.7	19.3
Grade 4	-	20.3	19.4
Grade 5	-	22.5	20.8
Grade 6	-	24.3	19.2
<b>Secondary:</b>			
English/Language Arts	2.0	15.1	16.2
Foreign Languages	2.9	20.8	18.8
Mathematics	2.2	17.7	17.5
Science	2.1	20.4	18.5
Social Studies	2.7	20.1	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	9.5	100.0%	100.0%	100.0%
Professional Staff:	9.5	100.0%	71.8%	64.1%
Teachers	7.6	79.8%	55.0%	48.7%
Professional Support	0.9	9.7%	11.3%	10.9%
Campus Administration (School Leadership)	1.0	10.5%	4.3%	3.3%
Educational Aides:	0.0	0.0%	19.1%	11.3%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	10.0	4,258.0
Part-time Librarians	0.0	n/a	1.0	646.0
Full-time Counselors	0.0	n/a	26.0	13,815.0
Part-time Counselors	1.0	n/a	0.0	1,240.0
Total Minority Staff:	4.1	42.9%	35.6%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	0.8	11.1%	6.3%	11.8%
Hispanic	2.7	36.1%	22.4%	29.6%
White	4.0	52.9%	68.4%	54.9%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.8%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	2.0%	1.2%
<b>Teachers by Sex:</b>				
Males	2.0	26.4%	24.5%	24.4%
Females	5.6	73.6%	75.5%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	5.8%	2.0%
Bachelors	3.8	50.7%	72.7%	72.2%
Masters	3.7	49.3%	20.2%	25.0%
Doctorate	0.0	0.0%	1.2%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	0.0	0.0%	14.1%	9.7%
1-5 Years Experience	1.0	13.2%	30.8%	26.3%
6-10 Years Experience	0.0	0.0%	16.5%	20.5%
11-20 Years Experience	1.7	22.9%	20.9%	27.2%
21-30 Years Experience	3.8	50.7%	14.4%	13.3%
Over 30 Years Experience	1.0	13.2%	3.3%	2.9%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	18.1	n/a	15.9	14.8

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	10.0	5.1	6.1
Average Years Experience of Principals with District	10.0	5.1	5.3
Average Years Experience of Assistant Principals	10.0	5.2	5.2
Average Years Experience of Assistant Principals with District	10.0	4.3	4.4
Average Years Experience of Teachers:	22.6	10.5	11.0
Average Years Experience of Teachers with District:	14.4	5.7	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	-	\$51,088	\$53,300
1-5 Years Experience	\$53,900	\$53,713	\$56,516
6-10 Years Experience	-	\$55,003	\$59,732
11-20 Years Experience	\$57,969	\$57,689	\$63,389
21-30 Years Experience	\$64,995	\$63,723	\$67,876
Over 30 Years Experience	\$71,267	\$71,963	\$72,560
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$62,751	\$56,432	\$60,717
Professional Support	\$71,537	\$68,746	\$72,022
Campus Administration (School Leadership)	\$105,394	\$82,355	\$85,167
Instructional Staff Percent:	n/a	77.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	8.3%	5.9%
Career and Technical Education	0.7	8.7%	4.5%	5.4%
Compensatory Education	6.2	82.5%	9.4%	3.2%
Gifted and Talented Education	0.0	0.0%	0.8%	1.7%
Regular Education	0.2	2.8%	57.5%	70.6%
Special Education	0.5	6.0%	12.4%	9.7%
Other	0.0	0.0%	7.0%	3.5%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
GENESIS H S (011901022) - BASTROP ISD - BASTROP COUNTY

- Indicates there is no data for the item.
- \* Indicates results are masked due to small numbers.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

## **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: BASTROP ISD**

**Campus Name: BASTROP MIDDLE**

**Campus Number: 011901041**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2023	78%	63%	<b>71%</b>	65%	63%	85%	-	*	-	93%	33%	93%	69%	73%	70%	61%
	2022	80%	64%	<b>69%</b>	50%	63%	84%	-	100%	-	73%	15%	71%	72%	64%	68%	53%
At Meets Grade Level or Above	2023	55%	35%	<b>43%</b>	47%	32%	64%	-	*	-	50%	20%	71%	42%	44%	42%	24%
	2022	56%	39%	<b>47%</b>	29%	37%	68%	-	80%	-	40%	2%	43%	47%	45%	45%	29%
At Masters Grade Level	2023	27%	13%	<b>20%</b>	6%	14%	30%	-	*	-	36%	13%	29%	17%	23%	18%	10%
	2022	37%	22%	<b>28%</b>	7%	19%	47%	-	80%	-	27%	0%	14%	29%	26%	26%	12%
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2023	63%	34%	<b>37%</b>	29%	34%	46%	-	*	-	43%	26%	30%	32%	44%	37%	33%
	2022	61%	30%	<b>35%</b>	27%	31%	48%	-	*	-	36%	11%	38%	36%	33%	34%	30%
At Meets Grade Level or Above	2023	37%	9%	<b>13%</b>	7%	11%	20%	-	*	-	14%	19%	0%	8%	21%	12%	11%
	2022	31%	8%	<b>11%</b>	9%	8%	21%	-	*	-	9%	7%	0%	10%	11%	11%	10%
At Masters Grade Level	2023	11%	1%	<b>3%</b>	0%	3%	6%	-	*	-	0%	16%	0%	2%	5%	3%	2%
	2022	13%	1%	<b>1%</b>	0%	0%	6%	-	*	-	0%	2%	0%	1%	1%	1%	0%
<b>Grade 8 Reading</b>																	
At Approaches Grade Level or Above	2023	83%	64%	<b>71%</b>	71%	64%	83%	-	100%	-	72%	22%	78%	72%	69%	65%	51%
	2022	83%	69%	<b>76%</b>	56%	74%	79%	-	*	-	100%	37%	86%	76%	75%	70%	62%
At Meets Grade Level or Above	2023	58%	35%	<b>42%</b>	21%	32%	63%	-	80%	-	44%	8%	11%	43%	39%	31%	13%
	2022	58%	44%	<b>54%</b>	33%	51%	60%	-	*	-	73%	20%	36%	52%	57%	46%	39%
At Masters Grade Level	2023	28%	13%	<b>18%</b>	7%	10%	36%	-	60%	-	0%	2%	0%	19%	15%	10%	2%
	2022	37%	23%	<b>30%</b>	11%	27%	37%	-	*	-	45%	7%	7%	33%	23%	23%	16%
<b>Grade 8 Mathematics</b>																	
At Approaches Grade Level or Above	2023	76%	60%	<b>65%</b>	53%	59%	80%	-	*	-	67%	20%	83%	66%	64%	66%	59%
	2022	71%	63%	<b>61%</b>	38%	55%	74%	-	100%	-	86%	24%	63%	61%	62%	61%	45%
At Meets Grade Level or Above	2023	46%	34%	<b>44%</b>	27%	32%	67%	-	*	-	56%	16%	58%	44%	44%	45%	28%
	2022	40%	32%	<b>31%</b>	0%	27%	43%	-	100%	-	29%	17%	13%	31%	32%	31%	18%
At Masters Grade Level	2023	17%	12%	<b>17%</b>	0%	14%	24%	-	*	-	17%	6%	42%	16%	19%	18%	11%
	2022	14%	7%	<b>9%</b>	0%	5%	17%	-	60%	-	14%	12%	0%	10%	8%	9%	2%
<b>Grade 8 Science</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
**BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	74%	57%	<b>57%</b>	53%	45%	78%	-	80%	-	67%	22%	67%	59%	53%	46%	35%
	2022	74%	59%	<b>62%</b>	44%	57%	73%	-	*	-	82%	20%	64%	63%	58%	54%	45%
At Meets Grade Level or Above	2023	47%	29%	<b>30%</b>	13%	20%	50%	-	60%	-	28%	8%	44%	31%	27%	21%	11%
	2022	45%	26%	<b>28%</b>	11%	26%	34%	-	*	-	36%	12%	29%	28%	28%	20%	21%
At Masters Grade Level	2023	17%	8%	<b>6%</b>	0%	3%	14%	-	40%	-	0%	4%	0%	7%	4%	2%	1%
	2022	24%	11%	<b>11%</b>	0%	8%	16%	-	*	-	27%	10%	14%	11%	11%	6%	5%
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2023	62%	45%	<b>53%</b>	36%	41%	75%	-	100%	-	59%	15%	67%	55%	49%	42%	34%
	2022	61%	39%	<b>52%</b>	44%	46%	62%	-	*	-	82%	24%	57%	51%	53%	43%	33%
At Meets Grade Level or Above	2023	33%	16%	<b>22%</b>	0%	13%	41%	-	40%	-	12%	6%	11%	22%	20%	13%	5%
	2022	31%	14%	<b>21%</b>	11%	18%	24%	-	*	-	45%	15%	14%	19%	24%	16%	8%
At Masters Grade Level	2023	16%	6%	<b>9%</b>	0%	5%	17%	-	40%	-	0%	4%	0%	8%	10%	5%	0%
	2022	18%	6%	<b>10%</b>	6%	9%	11%	-	*	-	27%	10%	7%	12%	7%	7%	3%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2023	79%	75%	<b>89%</b>	*	82%	96%	-	*	-	100%	-	*	89%	88%	80%	56%
	2022	76%	71%	<b>92%</b>	80%	94%	90%	-	*	-	100%	-	*	94%	81%	88%	93%
At Meets Grade Level or Above	2023	43%	36%	<b>56%</b>	*	47%	68%	-	*	-	50%	-	*	55%	61%	39%	28%
	2022	43%	38%	<b>59%</b>	40%	59%	60%	-	*	-	75%	-	*	60%	56%	49%	64%
At Masters Grade Level	2023	23%	14%	<b>25%</b>	*	16%	34%	-	*	-	33%	-	*	24%	30%	15%	4%
	2022	27%	19%	<b>36%</b>	20%	33%	42%	-	*	-	38%	-	*	36%	38%	26%	32%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2023	76%	63%	<b>62%</b>	53%	53%	79%	-	92%	-	70%	23%	72%	63%	61%	57%	47%
	2022	74%	60%	<b>63%</b>	46%	58%	74%	-	94%	-	78%	21%	67%	65%	60%	58%	47%
At Meets Grade Level or Above	2023	49%	34%	<b>35%</b>	19%	25%	56%	-	69%	-	37%	13%	38%	35%	35%	30%	16%
	2022	48%	33%	<b>35%</b>	17%	31%	46%	-	83%	-	43%	12%	26%	36%	35%	31%	23%
At Masters Grade Level	2023	20%	10%	<b>13%</b>	2%	9%	24%	-	54%	-	10%	7%	14%	13%	14%	11%	5%
	2022	23%	13%	<b>18%</b>	5%	14%	26%	-	61%	-	26%	7%	11%	19%	15%	14%	8%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	62%	<b>71%</b>	68%	64%	84%	-	100%	-	81%	27%	87%	70%	71%	68%	57%
	2022	75%	60%	<b>73%</b>	53%	69%	81%	-	100%	-	85%	25%	79%	74%	70%	69%	57%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
**BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	35%	<b>43%</b>	35%	32%	63%	-	88%	-	47%	14%	48%	43%	42%	37%	19%
	2022	53%	37%	<b>50%</b>	31%	44%	64%	-	86%	-	54%	10%	39%	50%	51%	46%	34%
At Masters Grade Level	2023	20%	9%	<b>19%</b>	6%	12%	33%	-	63%	-	16%	7%	17%	18%	19%	15%	7%
	2022	25%	14%	<b>29%</b>	9%	24%	42%	-	86%	-	35%	3%	11%	31%	25%	25%	14%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	61%	<b>61%</b>	45%	54%	77%	-	88%	-	68%	22%	63%	62%	59%	57%	48%
	2022	72%	59%	<b>60%</b>	41%	55%	73%	-	86%	-	69%	17%	61%	63%	54%	56%	45%
At Meets Grade Level or Above	2023	45%	30%	<b>37%</b>	15%	27%	58%	-	75%	-	45%	17%	38%	36%	38%	32%	21%
	2022	42%	29%	<b>32%</b>	9%	27%	43%	-	71%	-	35%	11%	18%	33%	28%	27%	20%
At Masters Grade Level	2023	19%	10%	<b>14%</b>	0%	10%	23%	-	63%	-	16%	11%	21%	14%	15%	12%	6%
	2022	20%	10%	<b>13%</b>	3%	9%	22%	-	43%	-	15%	7%	11%	14%	10%	9%	5%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2023	77%	67%	<b>57%</b>	53%	45%	78%	-	80%	-	67%	22%	67%	59%	53%	46%	35%
	2022	76%	63%	<b>62%</b>	44%	57%	73%	-	*	-	82%	20%	64%	63%	58%	54%	45%
At Meets Grade Level or Above	2023	47%	34%	<b>30%</b>	13%	20%	50%	-	60%	-	28%	8%	44%	31%	27%	21%	11%
	2022	47%	32%	<b>28%</b>	11%	26%	34%	-	*	-	36%	12%	29%	28%	28%	20%	21%
At Masters Grade Level	2023	18%	10%	<b>6%</b>	0%	3%	14%	-	40%	-	0%	4%	0%	7%	4%	2%	1%
	2022	21%	11%	<b>11%</b>	0%	8%	16%	-	*	-	27%	10%	14%	11%	11%	6%	5%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2023	78%	68%	<b>53%</b>	36%	41%	75%	-	100%	-	59%	15%	67%	55%	49%	42%	34%
	2022	75%	62%	<b>52%</b>	44%	46%	62%	-	*	-	82%	24%	57%	51%	53%	43%	33%
At Meets Grade Level or Above	2023	52%	38%	<b>22%</b>	0%	13%	41%	-	40%	-	12%	6%	11%	22%	20%	13%	5%
	2022	50%	35%	<b>21%</b>	11%	18%	24%	-	*	-	45%	15%	14%	19%	24%	16%	8%
At Masters Grade Level	2023	27%	16%	<b>9%</b>	0%	5%	17%	-	40%	-	0%	4%	0%	8%	10%	5%	0%
	2022	30%	17%	<b>10%</b>	6%	9%	11%	-	*	-	27%	10%	7%	12%	7%	7%	3%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>7th Graders</b>																	
Reading and Mathematics	2023	37%	24%	<b>34%</b>	18%	26%	52%	-	*	-	43%	20%	36%	32%	36%	32%	19%
	2022	32%	20%	<b>23%</b>	7%	15%	40%	-	80%	-	20%	2%	7%	26%	18%	22%	10%
Reading and Mathematics Including EOC	2023	38%	24%	<b>34%</b>	18%	26%	52%	-	*	-	43%	20%	36%	32%	36%	32%	19%
	2022	33%	20%	<b>23%</b>	7%	15%	40%	-	80%	-	20%	2%	7%	26%	18%	22%	10%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
**BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2023	55%	35%	<b>43%</b>	47%	32%	64%	-	*	-	50%	20%	71%	42%	44%	42%	24%
	2022	56%	39%	<b>47%</b>	29%	37%	68%	-	80%	-	40%	2%	43%	47%	45%	45%	29%
Math Including EOC	2023	43%	28%	<b>38%</b>	22%	29%	58%	-	*	-	57%	22%	33%	36%	43%	37%	24%
	2022	37%	26%	<b>28%</b>	7%	20%	44%	-	80%	-	20%	7%	7%	30%	22%	26%	14%
<b>8th Graders</b>																	
Reading and Mathematics	2023	31%	12%	<b>14%</b>	9%	7%	32%	-	*	-	27%	6%	0%	10%	20%	13%	4%
	2022	27%	13%	<b>14%</b>	0%	16%	10%	-	*	-	*	12%	0%	11%	19%	13%	11%
Reading and Mathematics Including EOC	2023	44%	24%	<b>29%</b>	7%	20%	48%	-	80%	-	35%	6%	11%	29%	28%	20%	8%
	2022	41%	26%	<b>31%</b>	6%	29%	36%	-	*	-	45%	12%	21%	31%	30%	23%	22%
Reading Including EOC	2023	58%	35%	<b>42%</b>	21%	32%	63%	-	80%	-	44%	8%	11%	43%	39%	31%	13%
	2022	58%	44%	<b>54%</b>	33%	51%	60%	-	*	-	73%	20%	36%	52%	57%	46%	39%
Math Including EOC	2023	51%	30%	<b>35%</b>	7%	25%	58%	-	80%	-	35%	12%	44%	37%	32%	25%	16%
	2022	48%	32%	<b>36%</b>	11%	33%	42%	-	*	-	55%	17%	29%	36%	34%	27%	27%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2023	37%	21%	<b>26%</b>	14%	18%	46%	-	*	-	36%	13%	24%	24%	30%	26%	13%
	2022	34%	20%	<b>20%</b>	4%	15%	31%	-	83%	-	17%	7%	4%	20%	19%	19%	10%
Reading and Mathematics Including EOC	2023	39%	23%	<b>31%</b>	13%	23%	50%	-	75%	-	39%	13%	26%	31%	33%	27%	14%
	2022	36%	21%	<b>27%</b>	6%	22%	38%	-	71%	-	31%	7%	14%	28%	24%	22%	15%
Reading Including EOC	2023	53%	34%	<b>43%</b>	35%	32%	63%	-	88%	-	47%	14%	48%	43%	42%	37%	19%
	2022	53%	38%	<b>50%</b>	31%	44%	64%	-	86%	-	54%	10%	39%	50%	51%	46%	34%
Math Including EOC	2023	47%	30%	<b>37%</b>	15%	27%	58%	-	75%	-	45%	17%	38%	36%	38%	32%	21%
	2022	43%	28%	<b>32%</b>	9%	27%	43%	-	71%	-	35%	11%	18%	33%	28%	27%	20%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Progress (TAPR)**  
**BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
Grade 7 ELA/Reading	2023	71%	59%	<b>66%</b>	59%	62%	76%	-	*	-	75%	33%	96%	66%	67%	66%	57%
Grade 7 Mathematics	2023	56%	40%	<b>41%</b>	39%	39%	51%	-	*	-	43%	49%	25%	34%	53%	41%	35%
Grade 8 ELA/Reading	2023	63%	46%	<b>48%</b>	50%	43%	57%	-	70%	-	47%	35%	44%	48%	48%	44%	39%
Grade 8 Mathematics	2023	74%	63%	<b>64%</b>	50%	61%	71%	-	*	-	75%	48%	83%	65%	63%	66%	62%
End of Course Algebra I	2023	76%	76%	<b>74%</b>	*	71%	77%	-	*	-	58%	-	*	73%	80%	69%	66%
All Grades Both Subjects	2023	64%	55%	<b>58%</b>	53%	53%	67%	-	82%	-	62%	41%	67%	57%	60%	57%	50%
All Grades ELA/Reading	2023	63%	51%	<b>57%</b>	55%	53%	66%	-	79%	-	60%	34%	76%	57%	58%	57%	49%
All Grades Mathematics	2023	66%	60%	<b>59%</b>	50%	54%	68%	-	86%	-	64%	48%	57%	58%	61%	57%	50%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
Grade 7 ELA/Reading	2023	39%	28%	<b>36%</b>	40%	34%	39%	-	-	-	*	7%	80%	35%	36%	36%	34%
Grade 7 Mathematics	2023	22%	11%	<b>14%</b>	22%	12%	17%	-	-	-	*	11%	*	10%	20%	14%	16%
Grade 8 ELA/Reading	2023	39%	23%	<b>26%</b>	*	28%	16%	-	-	-	*	8%	*	26%	27%	27%	25%
Grade 8 Mathematics	2023	49%	29%	<b>26%</b>	40%	26%	24%	-	*	-	20%	5%	*	26%	27%	25%	26%
End of Course Algebra I	2023	58%	65%	<b>58%</b>	*	47%	75%	-	-	-	*	-	-	59%	*	54%	36%
All Grades Both Subjects	2023	38%	29%	<b>28%</b>	39%	27%	29%	-	*	-	29%	8%	44%	28%	28%	28%	27%
All Grades ELA/Reading	2023	35%	26%	<b>31%</b>	43%	31%	30%	-	-	-	29%	7%	67%	31%	32%	33%	30%
All Grades Mathematics	2023	40%	32%	<b>24%</b>	35%	22%	28%	-	*	-	30%	8%	14%	24%	25%	23%	23%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2023	76%	63%	<b>62%</b>	-	-	-	-	-	-	45%	-	45%	49%	56%	69%	45%	75%
	2022	74%	60%	<b>63%</b>	-	-	-	-	-	-	40%	-	38%	47%	38%	70%	40%	85%
At Meets Grade Level or Above	2023	49%	34%	<b>35%</b>	-	-	-	-	-	-	14%	-	14%	14%	31%	43%	14%	47%
	2022	48%	33%	<b>35%</b>	-	-	-	-	-	-	17%	-	17%	19%	25%	41%	17%	53%
At Masters Grade Level	2023	20%	10%	<b>13%</b>	-	-	-	-	-	-	4%	-	4%	3%	6%	17%	4%	15%
	2022	23%	13%	<b>18%</b>	-	-	-	-	-	-	5%	-	4%	6%	0%	22%	5%	24%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2023	77%	62%	<b>71%</b>	-	-	-	-	-	-	55%	-	55%	56%	67%	77%	55%	90%
	2022	75%	60%	<b>73%</b>	-	-	-	-	-	-	52%	-	50%	57%	50%	79%	52%	89%
At Meets Grade Level or Above	2023	53%	35%	<b>43%</b>	-	-	-	-	-	-	17%	-	17%	14%	25%	53%	17%	66%
	2022	53%	37%	<b>50%</b>	-	-	-	-	-	-	25%	-	25%	28%	50%	57%	26%	79%
At Masters Grade Level	2023	20%	9%	<b>19%</b>	-	-	-	-	-	-	5%	-	5%	4%	8%	24%	5%	24%
	2022	25%	14%	<b>29%</b>	-	-	-	-	-	-	9%	-	8%	12%	0%	36%	9%	42%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2023	75%	61%	<b>61%</b>	-	-	-	-	-	-	45%	-	45%	42%	67%	67%	46%	80%
	2022	72%	59%	<b>60%</b>	-	-	-	-	-	-	37%	-	38%	34%	50%	67%	38%	84%
At Meets Grade Level or Above	2023	45%	30%	<b>37%</b>	-	-	-	-	-	-	18%	-	18%	14%	42%	44%	19%	53%
	2022	42%	29%	<b>32%</b>	-	-	-	-	-	-	15%	-	17%	10%	17%	37%	15%	50%
At Masters Grade Level	2023	19%	10%	<b>14%</b>	-	-	-	-	-	-	6%	-	6%	2%	8%	18%	6%	17%
	2022	20%	10%	<b>13%</b>	-	-	-	-	-	-	2%	-	3%	2%	0%	16%	2%	18%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2023	77%	67%	<b>57%</b>	-	-	-	-	-	-	33%	-	33%	*	*	66%	33%	64%
	2022	76%	63%	<b>62%</b>	-	-	-	-	-	-	36%	-	34%	*	*	69%	35%	95%
At Meets Grade Level or Above	2023	47%	34%	<b>30%</b>	-	-	-	-	-	-	9%	-	9%	*	*	37%	10%	36%
	2022	47%	32%	<b>28%</b>	-	-	-	-	-	-	16%	-	16%	*	*	31%	16%	45%
At Masters Grade Level	2023	18%	10%	<b>6%</b>	-	-	-	-	-	-	1%	-	1%	*	*	8%	1%	5%
	2022	21%	11%	<b>11%</b>	-	-	-	-	-	-	3%	-	3%	*	*	13%	3%	15%
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2023	78%	68%	<b>53%</b>	-	-	-	-	-	-	32%	-	32%	*	*	60%	32%	59%
	2022	75%	62%	<b>52%</b>	-	-	-	-	-	-	26%	-	25%	*	*	59%	25%	70%
At Meets Grade Level or Above	2023	52%	38%	<b>22%</b>	-	-	-	-	-	-	4%	-	4%	*	*	28%	4%	23%
	2022	50%	35%	<b>21%</b>	-	-	-	-	-	-	6%	-	5%	*	*	25%	6%	20%

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	16%	<b>9%</b>	-	-	-	-	-	-	0%	-	0%	*	*	12%	0%	9%
	2022	30%	17%	<b>10%</b>	-	-	-	-	-	-	2%	-	2%	*	*	13%	2%	10%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	55%	<b>58%</b>	-	-	-	-	-	-	48%	-	48%	50%	67%	62%	49%	63%
All Grades ELA/Reading	2023	63%	51%	<b>57%</b>	-	-	-	-	-	-	48%	-	48%	59%	58%	61%	48%	57%
All Grades Mathematics	2023	66%	60%	<b>59%</b>	-	-	-	-	-	-	48%	-	48%	40%	77%	63%	49%	70%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	29%	<b>28%</b>	-	-	-	-	-	-	27%	-	27%	27%	30%	28%	27%	40%
All Grades ELA/Reading	2023	35%	26%	<b>31%</b>	-	-	-	-	-	-	31%	-	31%	33%	20%	32%	30%	*
All Grades Mathematics	2023	40%	32%	<b>24%</b>	-	-	-	-	-	-	22%	-	22%	19%	40%	25%	23%	33%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	<b>99%</b>	97%	99%	99%	-	100%	-	99%	97%	99%	99%	98%	99%	99%
Included in Accountability	93%	91%	<b>95%</b>	93%	95%	97%	-	100%	-	87%	93%	94%	97%	91%	95%	93%
Not Included in Accountability: Mobile	4%	5%	<b>3%</b>	4%	3%	2%	-	0%	-	12%	3%	3%	2%	6%	4%	4%
Not Included in Accountability: Other Exclusions	2%	3%	<b>1%</b>	0%	1%	0%	-	0%	-	0%	1%	1%	0%	2%	0%	2%
Not Tested	1%	1%	<b>1%</b>	3%	1%	1%	-	0%	-	1%	3%	1%	1%	2%	1%	1%
Absent	1%	1%	<b>1%</b>	2%	1%	1%	-	0%	-	1%	2%	1%	1%	1%	1%	1%
Other	0%	0%	<b>0%</b>	1%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>99%</b>	94%	99%	99%	-	100%	-	100%	99%	96%	99%	98%	99%	100%
Included in Accountability	92%	90%	<b>95%</b>	91%	94%	96%	-	100%	-	89%	94%	88%	98%	89%	95%	93%
Not Included in Accountability: Mobile	4%	5%	<b>4%</b>	3%	4%	3%	-	0%	-	11%	4%	4%	2%	7%	4%	5%
Not Included in Accountability: Other Exclusions	3%	5%	<b>1%</b>	0%	1%	0%	-	0%	-	0%	1%	4%	0%	2%	1%	2%
Not Tested	1%	1%	<b>1%</b>	6%	1%	1%	-	0%	-	0%	1%	4%	1%	2%	1%	0%
Absent	1%	1%	<b>1%</b>	3%	1%	1%	-	0%	-	0%	1%	4%	1%	1%	1%	0%
Other	0%	0%	<b>0%</b>	3%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>99%</b>	100%	99%	99%	-	100%	-	97%	97%	100%	99%	99%	99%	99%
Included in Accountability	94%	92%	<b>95%</b>	97%	95%	96%	-	100%	-	86%	92%	96%	98%	90%	95%	93%
Not Included in Accountability: Mobile	5%	5%	<b>4%</b>	3%	4%	3%	-	0%	-	11%	4%	4%	2%	7%	4%	5%
Not Included in Accountability: Other Exclusions	1%	2%	<b>1%</b>	0%	1%	0%	-	0%	-	0%	1%	0%	0%	2%	1%	1%
Not Tested	1%	2%	<b>1%</b>	0%	1%	1%	-	0%	-	3%	3%	0%	1%	1%	1%	1%
Absent	1%	1%	<b>1%</b>	0%	1%	1%	-	0%	-	3%	3%	0%	1%	1%	1%	1%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	98%	<b>98%</b>	100%	98%	99%	-	100%	-	100%	96%	100%	99%	98%	98%	98%
Included in Accountability	93%	93%	<b>95%</b>	94%	95%	98%	-	100%	-	86%	94%	100%	96%	93%	94%	94%
Not Included in Accountability: Mobile	4%	4%	<b>3%</b>	6%	3%	1%	-	0%	-	14%	2%	0%	2%	3%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	0%	1%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	2%	<b>2%</b>	0%	2%	1%	-	0%	-	0%	4%	0%	1%	2%	2%	2%



Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	1%	0%	1%	1%	-	0%	-	0%	2%	0%	1%	2%	2%	2%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	2%	0%	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	99%	98%	98%	94%	98%	99%	-	100%	-	100%	96%	100%	98%	97%	98%	98%
Included in Accountability	94%	93%	95%	88%	95%	98%	-	100%	-	85%	94%	100%	96%	93%	94%	94%
Not Included in Accountability: Mobile	4%	3%	2%	6%	2%	1%	-	0%	-	15%	2%	0%	2%	3%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	2%	2%	6%	2%	1%	-	0%	-	0%	4%	0%	2%	3%	2%	2%
Absent	1%	2%	2%	6%	2%	1%	-	0%	-	0%	4%	0%	2%	3%	2%	2%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	98%	99%	96%	100%	99%	-	100%	-	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	93%	92%	94%	91%	95%	93%	-	100%	-	79%	90%	100%	98%	84%	97%	95%
Not Included in Accountability: Mobile	5%	5%	6%	5%	5%	6%	-	0%	-	21%	10%	0%	2%	15%	3%	5%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	1%	4%	0%	1%	-	0%	-	0%	0%	0%	0%	1%	1%	0%
Absent	1%	1%	1%	4%	0%	1%	-	0%	-	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	98%	99%	97%	99%	100%	-	100%	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	91%	93%	89%	94%	93%	-	100%	-	81%	90%	100%	98%	83%	97%	95%
Not Included in Accountability: Mobile	5%	5%	6%	8%	5%	6%	-	0%	-	19%	10%	0%	1%	16%	3%	4%
Not Included in Accountability: Other Exclusions	2%	2%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	1%	3%	1%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	2%	1%	3%	1%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	100%	97%	100%	100%	-	100%	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	93%	94%	89%	95%	93%	-	100%	-	81%	90%	100%	99%	83%	97%	95%
Not Included in Accountability: Mobile	5%	6%	6%	8%	5%	6%	-	0%	-	19%	10%	0%	1%	16%	3%	5%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	3%	0%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	0%	3%	0%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	98%	98%	99%	95%	100%	98%	-	*	-	100%	100%	100%	99%	98%	99%	100%
Included in Accountability	93%	93%	94%	95%	96%	91%	-	*	-	73%	89%	100%	97%	85%	96%	94%
Not Included in Accountability: Mobile	4%	5%	5%	0%	4%	6%	-	*	-	27%	11%	0%	2%	14%	3%	6%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	1%	5%	0%	2%	-	*	-	0%	0%	0%	1%	2%	1%	0%
Absent	1%	2%	1%	5%	0%	2%	-	*	-	0%	0%	0%	1%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	98%	98%	99%	95%	99%	99%	-	*	-	100%	100%	100%	99%	98%	99%	99%
Included in Accountability	94%	94%	94%	95%	95%	93%	-	*	-	73%	89%	100%	97%	85%	96%	93%
Not Included in Accountability: Mobile	4%	4%	5%	0%	4%	6%	-	*	-	27%	11%	0%	2%	14%	3%	6%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	1%	5%	1%	1%	-	*	-	0%	0%	0%	1%	2%	1%	1%
Absent	1%	2%	1%	5%	1%	1%	-	*	-	0%	0%	0%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	90.6%	<b>90.9%</b>	86.9%	91.0%	91.4%	*	94.8%	-	88.0%	87.7%	89.8%	90.8%
2020-21	95.0%	92.0%	<b>93.7%</b>	92.0%	93.6%	94.3%	-	*	*	91.5%	91.8%	92.7%	91.9%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	34.8%	<b>33.4%</b>	52.5%	32.0%	33.1%	*	0.0%	-	40.5%	49.1%	38.8%	31.8%
2020-21	15.0%	27.7%	<b>22.6%</b>	35.6%	22.7%	19.4%	-	0.0%	*	35.5%	32.0%	26.2%	32.4%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2020-21	0.9%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2021</b>													
Graduated	90.0%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	92.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.3%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	72.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	68.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	88.0%	73.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	71.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	3.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	69.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	68.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	70.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	71.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	-	-	858	368,686
<b>By Ethnicity:</b>				
African American	-	-	32	45,227
Hispanic	-	-	588	191,125
White	-	-	204	103,171
American Indian	-	-	1	1,159
Asian	-	-	4	18,794
Pacific Islander	-	-	2	569
Two or More Races	-	-	27	8,641
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	251	51,023
Foundation H.S. Program (Endorsement)	-	-	9	14,179
Foundation H.S. Program (DLA)	-	-	598	302,917
Special Education Graduates	-	-	84	32,447
Economically Disadvantaged Graduates	-	-	475	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	142	40,398
At-Risk Graduates	-	-	454	159,689

**There is no data for this campus.**

**There is no data for this campus.**



**There is no data for this campus.**

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
**BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY**

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	929	100.0%	12,449	5,504,150	929	100.0%	12,506	5,518,432
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	4.1%	4.4%	0	0.0%	4.0%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.1%	3.7%	0	0.0%	4.0%	3.7%
Kindergarten	0	0.0%	6.4%	6.7%	0	0.0%	6.4%	6.7%
Grade 1	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 2	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 3	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.1%
Grade 4	0	0.0%	6.7%	7.2%	0	0.0%	6.6%	7.1%
Grade 5	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	456	49.1%	7.5%	7.4%	456	49.1%	7.5%	7.4%
Grade 8	473	50.9%	8.3%	7.7%	473	50.9%	8.3%	7.7%
Grade 9	0	0.0%	9.5%	8.7%	0	0.0%	9.5%	8.7%
Grade 10	0	0.0%	8.6%	7.9%	0	0.0%	8.6%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	6.1%	6.6%	0	0.0%	6.3%	6.6%
<b>Ethnic Distribution:</b>								
African American	43	4.6%	2.8%	12.8%	43	4.6%	2.8%	12.8%
Hispanic	570	61.4%	74.2%	53.0%	570	61.4%	74.1%	52.9%
White	272	29.3%	19.7%	25.6%	272	29.3%	19.8%	25.7%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	8	0.9%	0.4%	5.1%	8	0.9%	0.4%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	36	3.9%	2.7%	3.0%	36	3.9%	2.7%	3.0%
<b>Sex:</b>								
Female	462	49.7%	48.4%	48.8%	462	49.7%	48.3%	48.8%
Male	467	50.3%	51.6%	51.2%	467	50.3%	51.7%	51.2%
Economically Disadvantaged	741	79.8%	76.7%	62.1%	741	79.8%	76.6%	62.0%
Non-Educationally Disadvantaged	188	20.2%	23.3%	37.9%	188	20.2%	23.4%	38.0%
Section 504 Students	119	12.8%	10.3%	7.4%	119	12.8%	10.3%	7.4%
EB Students/EL	274	29.5%	41.1%	23.1%	274	29.5%	41.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	57	6.0%	3.7%	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
**BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY**

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	86	9.3%	9.0%	5.5%	86	9.3%	9.0%	5.5%
Foster Care	6	0.6%	0.3%	0.2%	6	0.6%	0.3%	0.2%
Homeless	36	3.9%	3.9%	1.3%	36	3.9%	3.9%	1.3%
Immigrant	9	1.0%	2.1%	2.2%	9	1.0%	2.1%	2.2%
Migrant	4	0.4%	0.3%	0.3%	4	0.4%	0.3%	0.3%
Title I	929	100.0%	68.0%	64.6%	929	100.0%	68.0%	64.6%
Military Connected	6	0.6%	0.6%	3.6%	6	0.6%	0.6%	3.6%
At-Risk	560	60.3%	70.8%	53.3%	560	60.3%	70.7%	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	262	28.2%	40.4%	23.2%	262	28.2%	40.3%	23.2%
Career and Technical Education	200	21.5%	23.1%	26.5%	200	21.5%	23.0%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	61.9%	72.3%	0	-	61.5%	72.2%
Gifted and Talented Education	114	12.3%	7.2%	8.2%	114	12.3%	7.2%	8.2%
Special Education	110	11.8%	12.8%	12.6%	110	11.8%	13.1%	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	110							
By Type of Primary Disability								
Students with Intellectual Disabilities	69	62.7%	54.3%	44.1%				
Students with Physical Disabilities	7	6.4%	20.3%	20.0%				
Students with Autism	8	7.3%	9.8%	15.5%				
Students with Behavioral Disabilities	26	23.6%	15.1%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.6%	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	122	12.9%	14.9%	16.8%				
By Ethnicity:								
African American	8	0.8%	0.7%	3.3%				
Hispanic	65	6.9%	10.6%	8.7%				
White	39	4.1%	2.9%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	10	1.1%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	18	16.5%	16.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	27	11.2%	14.9%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	74	10.8%	15.0%	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	35	8.2%	16.3%	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	0.0%	1.5%	-	1.9%	4.5%
Grade 1	-	0.1%	2.5%	-	0.0%	3.6%
Grade 2	-	0.3%	1.6%	-	1.4%	2.0%
Grade 3	-	0.1%	0.8%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	-	0.3%	0.3%	-	0.8%	0.4%
Grade 7	0.0%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 9	-	13.6%	8.7%	-	23.5%	12.6%

Class Size Averages by Grade and Subject  
 (Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	18.5	18.7
Grade 1	-	20.2	19.1
Grade 2	-	18.7	19.1
Grade 3	-	18.7	19.3
Grade 4	-	20.3	19.4
Grade 5	-	22.5	20.8
Grade 6	-	24.3	19.2
<b>Secondary:</b>			
English/Language Arts	17.3	15.1	16.2
Foreign Languages	27.7	20.8	18.8
Mathematics	23.1	17.7	17.5
Science	26.8	20.4	18.5
Social Studies	25.1	20.1	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	75.3	100.0%	100.0%	100.0%
Professional Staff:	66.5	88.3%	71.8%	64.1%
Teachers	54.4	72.3%	55.0%	48.7%
Professional Support	7.3	9.7%	11.3%	10.9%
Campus Administration (School Leadership)	4.7	6.3%	4.3%	3.3%
Educational Aides:	8.8	11.7%	19.1%	11.3%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	10.0	4,258.0
Part-time Librarians	0.0	n/a	1.0	646.0
Full-time Counselors	2.0	n/a	26.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	19.4	25.8%	35.6%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	4.0	7.3%	6.3%	11.8%
Hispanic	8.9	16.3%	22.4%	29.6%
White	40.6	74.5%	68.4%	54.9%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	1.0	1.8%	0.8%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	2.0%	1.2%
<b>Teachers by Sex:</b>				
Males	16.4	30.1%	24.5%	24.4%
Females	38.0	69.9%	75.5%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	2.0	3.7%	5.8%	2.0%
Bachelors	42.9	78.8%	72.7%	72.2%
Masters	9.5	17.5%	20.2%	25.0%
Doctorate	0.0	0.0%	1.2%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	13.5	24.8%	14.1%	9.7%
1-5 Years Experience	19.0	34.9%	30.8%	26.3%
6-10 Years Experience	4.2	7.8%	16.5%	20.5%
11-20 Years Experience	7.3	13.3%	20.9%	27.2%
21-30 Years Experience	9.5	17.4%	14.4%	13.3%
Over 30 Years Experience	1.0	1.8%	3.3%	2.9%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
**BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	17.1	n/a	15.9	14.8

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	3.0	5.1	6.1
Average Years Experience of Principals with District	3.0	5.1	5.3
Average Years Experience of Assistant Principals	3.3	5.2	5.2
Average Years Experience of Assistant Principals with District	3.3	4.3	4.4
Average Years Experience of Teachers:	8.7	10.5	11.0
Average Years Experience of Teachers with District:	4.4	5.7	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$50,639	\$51,088	\$53,300
1-5 Years Experience	\$53,369	\$53,713	\$56,516
6-10 Years Experience	\$55,056	\$55,003	\$59,732
11-20 Years Experience	\$56,127	\$57,689	\$63,389
21-30 Years Experience	\$62,589	\$63,723	\$67,876
Over 30 Years Experience	\$71,915	\$71,963	\$72,560
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$55,133	\$56,432	\$60,717
Professional Support	\$61,981	\$68,746	\$72,022
Campus Administration (School Leadership)	\$85,985	\$82,355	\$85,167
Instructional Staff Percent:	n/a	77.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.4	0.8%	8.3%	5.9%
Career and Technical Education	2.3	4.3%	4.5%	5.4%
Compensatory Education	3.1	5.6%	9.4%	3.2%
Gifted and Talented Education	0.0	0.0%	0.8%	1.7%
Regular Education	30.5	56.1%	57.5%	70.6%
Special Education	9.2	16.9%	12.4%	9.7%
Other	8.9	16.3%	7.0%	3.5%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
**BASTROP MIDDLE (011901041) - BASTROP ISD - BASTROP COUNTY**

- Indicates there is no data for the item.
- \* Indicates results are masked due to small numbers.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

## **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: BASTROP ISD**

**Campus Name: EMILE EL**

**Campus Number: 011901101**



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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2023	76%	66%	<b>77%</b>	20%	74%	88%	-	-	-	71%	47%	100%	77%	76%	68%	88%
	2022	76%	66%	<b>73%</b>	*	74%	75%	-	-	-	50%	32%	100%	74%	72%	65%	71%
At Meets Grade Level or Above	2023	50%	38%	<b>46%</b>	0%	39%	63%	-	-	-	43%	29%	45%	44%	50%	36%	35%
	2022	51%	40%	<b>52%</b>	*	51%	58%	-	-	-	33%	21%	80%	53%	52%	43%	45%
At Masters Grade Level	2023	20%	13%	<b>16%</b>	0%	11%	25%	-	-	-	21%	12%	18%	15%	21%	10%	12%
	2022	30%	22%	<b>35%</b>	*	35%	33%	-	-	-	33%	5%	20%	36%	31%	28%	29%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2023	73%	62%	<b>69%</b>	0%	65%	85%	-	-	-	64%	53%	73%	66%	79%	66%	79%
	2022	71%	62%	<b>68%</b>	*	69%	72%	-	-	-	33%	37%	60%	67%	69%	61%	61%
At Meets Grade Level or Above	2023	45%	31%	<b>41%</b>	0%	35%	58%	-	-	-	29%	29%	45%	40%	43%	34%	40%
	2022	43%	32%	<b>43%</b>	*	38%	56%	-	-	-	17%	11%	0%	42%	45%	33%	34%
At Masters Grade Level	2023	19%	9%	<b>16%</b>	0%	11%	27%	-	-	-	7%	18%	18%	14%	21%	11%	16%
	2022	21%	12%	<b>14%</b>	*	14%	17%	-	-	-	0%	0%	0%	16%	7%	8%	11%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2023	77%	68%	<b>79%</b>	*	77%	78%	-	-	-	*	39%	*	80%	76%	70%	66%
	2022	77%	64%	<b>69%</b>	*	68%	73%	-	*	-	60%	19%	83%	66%	73%	62%	73%
At Meets Grade Level or Above	2023	48%	37%	<b>42%</b>	*	39%	50%	-	-	-	*	11%	*	49%	26%	32%	29%
	2022	54%	38%	<b>51%</b>	*	49%	60%	-	*	-	60%	15%	50%	50%	53%	45%	43%
At Masters Grade Level	2023	22%	14%	<b>11%</b>	*	10%	9%	-	-	-	*	0%	*	13%	6%	7%	11%
	2022	28%	16%	<b>24%</b>	*	24%	28%	-	*	-	20%	4%	17%	21%	27%	18%	16%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2023	71%	61%	<b>64%</b>	*	63%	68%	-	-	-	*	29%	*	63%	67%	54%	63%
	2022	70%	50%	<b>45%</b>	*	47%	40%	-	*	-	60%	8%	50%	42%	49%	39%	54%
At Meets Grade Level or Above	2023	48%	38%	<b>38%</b>	*	38%	42%	-	-	-	*	12%	*	39%	33%	31%	45%
	2022	43%	25%	<b>24%</b>	*	25%	28%	-	*	-	0%	8%	33%	18%	33%	16%	27%
At Masters Grade Level	2023	22%	13%	<b>11%</b>	*	11%	13%	-	-	-	*	6%	*	10%	15%	7%	11%
	2022	23%	11%	<b>11%</b>	*	9%	15%	-	*	-	0%	4%	17%	7%	18%	6%	11%
<b>All Grades All Subjects</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	76%	63%	<b>72%</b>	44%	70%	81%	-	-	-	68%	42%	87%	71%	75%	65%	75%
	2022	74%	60%	<b>64%</b>	38%	65%	64%	-	*	-	50%	22%	73%	63%	64%	57%	65%
At Meets Grade Level or Above	2023	49%	34%	<b>42%</b>	17%	38%	55%	-	-	-	32%	20%	43%	43%	39%	34%	37%
	2022	48%	33%	<b>43%</b>	25%	41%	50%	-	*	-	27%	13%	41%	42%	45%	34%	37%
At Masters Grade Level	2023	20%	10%	<b>14%</b>	11%	11%	20%	-	-	-	12%	9%	13%	13%	17%	9%	12%
	2022	23%	13%	<b>21%</b>	13%	20%	23%	-	*	-	14%	3%	14%	20%	21%	15%	17%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	62%	<b>78%</b>	56%	75%	85%	-	-	-	76%	43%	100%	78%	76%	69%	78%
	2022	75%	60%	<b>71%</b>	50%	71%	74%	-	*	-	55%	24%	91%	70%	73%	64%	72%
At Meets Grade Level or Above	2023	53%	35%	<b>44%</b>	22%	39%	58%	-	-	-	41%	20%	40%	46%	39%	34%	32%
	2022	53%	37%	<b>52%</b>	25%	50%	59%	-	*	-	45%	18%	64%	51%	53%	44%	44%
At Masters Grade Level	2023	20%	9%	<b>14%</b>	22%	11%	19%	-	-	-	18%	6%	13%	14%	14%	9%	11%
	2022	25%	14%	<b>29%</b>	25%	29%	30%	-	*	-	27%	4%	18%	29%	29%	23%	23%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	61%	<b>67%</b>	33%	64%	78%	-	-	-	59%	41%	73%	65%	73%	61%	72%
	2022	72%	59%	<b>56%</b>	25%	58%	55%	-	*	-	45%	20%	55%	56%	56%	49%	57%
At Meets Grade Level or Above	2023	45%	30%	<b>39%</b>	11%	37%	52%	-	-	-	24%	21%	47%	40%	39%	33%	42%
	2022	42%	29%	<b>33%</b>	25%	32%	41%	-	*	-	9%	9%	18%	32%	38%	24%	31%
At Masters Grade Level	2023	19%	10%	<b>14%</b>	0%	11%	22%	-	-	-	6%	12%	13%	12%	19%	10%	14%
	2022	20%	10%	<b>12%</b>	0%	12%	16%	-	*	-	0%	2%	9%	12%	14%	7%	11%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2023	37%	24%	<b>33%</b>	0%	27%	50%	-	-	-	21%	29%	36%	32%	36%	23%	26%
	2022	36%	25%	<b>36%</b>	*	33%	44%	-	-	-	17%	5%	0%	36%	38%	27%	29%
Reading and Mathematics Including EOC	2023	37%	24%	<b>33%</b>	0%	27%	50%	-	-	-	21%	29%	36%	32%	36%	23%	26%
	2022	36%	25%	<b>36%</b>	*	33%	44%	-	-	-	17%	5%	0%	36%	38%	27%	29%
Reading Including EOC	2023	50%	38%	<b>46%</b>	0%	39%	63%	-	-	-	43%	29%	45%	44%	50%	36%	35%
	2022	51%	40%	<b>52%</b>	*	51%	58%	-	-	-	33%	21%	80%	53%	52%	43%	45%
Math Including EOC	2023	45%	31%	<b>41%</b>	0%	35%	58%	-	-	-	29%	29%	45%	40%	43%	34%	40%
	2022	43%	32%	<b>43%</b>	*	38%	56%	-	-	-	17%	11%	0%	42%	45%	33%	34%
<b>4th Graders</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2023	38%	26%	<b>26%</b>	*	24%	35%	-	-	-	*	6%	*	30%	18%	17%	24%
	2022	36%	20%	<b>22%</b>	*	21%	28%	-	*	-	0%	8%	17%	17%	29%	14%	24%
Reading and Mathematics Including EOC	2023	38%	26%	<b>26%</b>	*	24%	35%	-	-	-	*	6%	*	30%	18%	17%	24%
	2022	36%	20%	<b>22%</b>	*	21%	28%	-	*	-	0%	8%	17%	17%	29%	14%	24%
Reading Including EOC	2023	48%	37%	<b>42%</b>	*	39%	50%	-	-	-	*	11%	*	49%	26%	32%	29%
	2022	54%	38%	<b>51%</b>	*	49%	60%	-	*	-	60%	15%	50%	50%	53%	45%	43%
Math Including EOC	2023	48%	38%	<b>38%</b>	*	38%	42%	-	-	-	*	12%	*	39%	33%	31%	45%
	2022	43%	25%	<b>24%</b>	*	25%	28%	-	*	-	0%	8%	33%	18%	33%	16%	27%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2023	37%	21%	<b>30%</b>	11%	26%	45%	-	-	-	18%	18%	27%	31%	28%	21%	25%
	2022	34%	20%	<b>29%</b>	25%	27%	36%	-	*	-	9%	7%	9%	27%	33%	20%	27%
Reading and Mathematics Including EOC	2023	39%	23%	<b>30%</b>	11%	26%	45%	-	-	-	18%	18%	27%	31%	28%	21%	25%
	2022	36%	21%	<b>29%</b>	25%	27%	36%	-	*	-	9%	7%	9%	27%	33%	20%	27%
Reading Including EOC	2023	53%	34%	<b>44%</b>	22%	39%	58%	-	-	-	41%	20%	40%	46%	39%	34%	32%
	2022	53%	38%	<b>52%</b>	25%	50%	59%	-	*	-	45%	18%	64%	51%	53%	44%	44%
Math Including EOC	2023	47%	30%	<b>39%</b>	11%	37%	52%	-	-	-	24%	21%	47%	40%	39%	33%	42%
	2022	43%	28%	<b>33%</b>	25%	32%	41%	-	*	-	9%	9%	18%	32%	38%	24%	31%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Progress (TAPR)**  
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	55%	51%	<b>45%</b>	*	42%	47%	-	-	-	*	36%	*	45%	47%	44%	38%
Grade 4 Mathematics	2023	63%	61%	<b>54%</b>	*	56%	47%	-	-	-	*	44%	*	50%	65%	55%	70%
All Grades Both Subjects	2023	64%	55%	<b>50%</b>	69%	49%	47%	-	-	-	67%	40%	44%	47%	56%	50%	54%
All Grades ELA/Reading	2023	63%	51%	<b>45%</b>	*	42%	47%	-	-	-	*	36%	*	45%	47%	44%	38%
All Grades Mathematics	2023	66%	60%	<b>54%</b>	*	56%	47%	-	-	-	*	44%	*	50%	65%	55%	70%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	33%	29%	<b>44%</b>	*	45%	25%	-	-	-	*	21%	-	32%	62%	38%	33%
Grade 4 Mathematics	2023	27%	22%	<b>23%</b>	*	26%	13%	-	-	-	*	0%	*	17%	33%	21%	31%
All Grades Both Subjects	2023	38%	29%	<b>32%</b>	*	35%	19%	-	-	-	*	12%	*	23%	46%	29%	32%
All Grades ELA/Reading	2023	35%	26%	<b>44%</b>	*	45%	25%	-	-	-	*	21%	-	32%	62%	38%	33%
All Grades Mathematics	2023	40%	32%	<b>23%</b>	*	26%	13%	-	-	-	*	0%	*	17%	33%	21%	31%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2023	76%	63%	<b>72%</b>	76%	76%	-	-	-	78%	38%	*	-	*	*	71%	76%	*
	2022	74%	60%	<b>64%</b>	64%	-	-	-	-	64%	42%	33%	-	50%	-	63%	62%	100%
At Meets Grade Level or Above	2023	49%	34%	<b>42%</b>	37%	37%	-	-	-	47%	13%	*	-	*	*	44%	38%	*
	2022	48%	33%	<b>43%</b>	37%	-	-	-	-	37%	8%	17%	-	0%	-	45%	34%	80%
At Masters Grade Level	2023	20%	10%	<b>14%</b>	12%	12%	-	-	-	15%	0%	*	-	*	*	15%	13%	*
	2022	23%	13%	<b>21%</b>	17%	-	-	-	-	17%	0%	0%	-	0%	-	22%	16%	30%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2023	77%	62%	<b>78%</b>	79%	79%	-	-	-	80%	*	*	-	*	*	78%	79%	*
	2022	75%	60%	<b>71%</b>	73%	-	-	-	-	73%	33%	*	-	*	-	70%	70%	100%
At Meets Grade Level or Above	2023	53%	35%	<b>44%</b>	32%	32%	-	-	-	40%	*	*	-	*	*	49%	33%	*
	2022	53%	37%	<b>52%</b>	44%	-	-	-	-	44%	17%	*	-	*	-	55%	41%	80%
At Masters Grade Level	2023	20%	9%	<b>14%</b>	12%	12%	-	-	-	15%	*	*	-	*	*	15%	11%	*
	2022	25%	14%	<b>29%</b>	23%	-	-	-	-	23%	0%	*	-	*	-	32%	21%	40%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2023	75%	61%	<b>67%</b>	73%	73%	-	-	-	76%	*	*	-	*	*	65%	73%	*
	2022	72%	59%	<b>56%</b>	55%	-	-	-	-	55%	50%	*	-	*	-	56%	54%	100%
At Meets Grade Level or Above	2023	45%	30%	<b>39%</b>	42%	42%	-	-	-	55%	*	*	-	*	*	38%	43%	*
	2022	42%	29%	<b>33%</b>	30%	-	-	-	-	30%	0%	*	-	*	-	35%	27%	80%
At Masters Grade Level	2023	19%	10%	<b>14%</b>	13%	13%	-	-	-	16%	*	*	-	*	*	14%	14%	*
	2022	20%	10%	<b>12%</b>	11%	-	-	-	-	11%	0%	*	-	*	-	13%	10%	20%
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2023	64%	55%	<b>50%</b>	57%	57%	-	-	-	57%	33%	*	-	*	-	47%	55%	*
All Grades ELA/Reading	2023	63%	51%	<b>45%</b>	40%	40%	-	-	-	40%	*	*	-	*	-	49%	39%	*
All Grades Mathematics	2023	66%	60%	<b>54%</b>	74%	74%	-	-	-	75%	*	*	-	*	-	46%	72%	*
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2023	38%	29%	<b>32%</b>	35%	35%	-	-	-	35%	20%	*	-	*	-	33%	32%	-
All Grades ELA/Reading	2023	35%	26%	<b>44%</b>	36%	36%	-	-	-	33%	*	*	-	*	-	50%	33%	-
All Grades Mathematics	2023	40%	32%	<b>23%</b>	33%	33%	-	-	-	36%	*	*	-	*	-	17%	31%	-

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	<b>99%</b>	100%	99%	99%	-	-	-	100%	96%	100%	100%	99%	99%	100%
Included in Accountability	93%	91%	<b>95%</b>	100%	93%	97%	-	-	-	100%	93%	100%	98%	88%	93%	92%
Not Included in Accountability: Mobile	4%	5%	<b>3%</b>	0%	4%	2%	-	-	-	0%	3%	0%	2%	7%	5%	3%
Not Included in Accountability: Other Exclusions	2%	3%	<b>1%</b>	0%	2%	0%	-	-	-	0%	0%	0%	0%	5%	2%	5%
Not Tested	1%	1%	<b>1%</b>	0%	1%	1%	-	-	-	0%	4%	0%	0%	1%	1%	0%
Absent	1%	1%	<b>1%</b>	0%	1%	1%	-	-	-	0%	4%	0%	0%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>100%</b>	100%	99%	100%	-	-	-	100%	97%	100%	100%	100%	99%	100%
Included in Accountability	92%	90%	<b>95%</b>	100%	93%	98%	-	-	-	100%	95%	100%	98%	88%	93%	92%
Not Included in Accountability: Mobile	4%	5%	<b>3%</b>	0%	4%	2%	-	-	-	0%	3%	0%	2%	7%	5%	3%
Not Included in Accountability: Other Exclusions	3%	5%	<b>1%</b>	0%	2%	0%	-	-	-	0%	0%	0%	0%	5%	2%	5%
Not Tested	1%	1%	<b>0%</b>	0%	1%	0%	-	-	-	0%	3%	0%	0%	0%	1%	0%
Absent	1%	1%	<b>0%</b>	0%	1%	0%	-	-	-	0%	3%	0%	0%	0%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>99%</b>	100%	99%	99%	-	-	-	100%	95%	100%	100%	99%	99%	100%
Included in Accountability	94%	92%	<b>95%</b>	100%	93%	97%	-	-	-	100%	92%	100%	98%	87%	92%	92%
Not Included in Accountability: Mobile	5%	5%	<b>3%</b>	0%	4%	2%	-	-	-	0%	3%	0%	2%	7%	5%	3%
Not Included in Accountability: Other Exclusions	1%	2%	<b>1%</b>	0%	2%	0%	-	-	-	0%	0%	0%	0%	5%	2%	5%
Not Tested	1%	2%	<b>1%</b>	0%	1%	1%	-	-	-	0%	5%	0%	0%	1%	1%	0%
Absent	1%	1%	<b>1%</b>	0%	1%	1%	-	-	-	0%	5%	0%	0%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	98%	<b>100%</b>	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	<b>94%</b>	80%	94%	96%	-	*	-	92%	98%	100%	96%	90%	93%	94%
Not Included in Accountability: Mobile	5%	5%	<b>6%</b>	20%	6%	4%	-	*	-	8%	2%	0%	4%	10%	7%	6%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Tested	1%	2%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	94%	80%	94%	96%	-	*	-	92%	98%	100%	96%	90%	93%	94%
Not Included in Accountability: Mobile	5%	5%	6%	20%	6%	4%	-	*	-	8%	2%	0%	4%	10%	7%	6%
Not Included in Accountability: Other Exclusions	2%	2%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	94%	80%	94%	96%	-	*	-	92%	98%	100%	96%	90%	93%	94%
Not Included in Accountability: Mobile	5%	6%	6%	20%	6%	4%	-	*	-	8%	2%	0%	4%	10%	7%	6%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.



Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	90.6%	<b>91.8%</b>	91.9%	91.7%	92.2%	*	*	-	90.1%	90.5%	91.0%	92.4%
2020-21	95.0%	92.0%	<b>93.1%</b>	89.6%	92.9%	93.9%	*	*	-	93.3%	90.2%	91.7%	93.8%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	34.8%	<b>33.7%</b>	28.1%	34.3%	31.4%	*	*	-	45.5%	40.0%	35.7%	33.3%
2020-21	15.0%	27.7%	<b>24.8%</b>	48.4%	23.1%	24.7%	*	0.0%	-	26.3%	34.4%	32.5%	20.3%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2021</b>													
Graduated	90.0%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	92.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.3%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	72.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	68.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	88.0%	73.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	71.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	3.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	69.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	68.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	70.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	71.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	-	-	858	368,686
<b>By Ethnicity:</b>				
African American	-	-	32	45,227
Hispanic	-	-	588	191,125
White	-	-	204	103,171
American Indian	-	-	1	1,159
Asian	-	-	4	18,794
Pacific Islander	-	-	2	569
Two or More Races	-	-	27	8,641
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	251	51,023
Foundation H.S. Program (Endorsement)	-	-	9	14,179
Foundation H.S. Program (DLA)	-	-	598	302,917
Special Education Graduates	-	-	84	32,447
Economically Disadvantaged Graduates	-	-	475	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	142	40,398
At-Risk Graduates	-	-	454	159,689

**There is no data for this campus.**

**There is no data for this campus.**

**There is no data for this campus.**

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	797	100.0%	12,449	5,504,150	803	100.0%	12,506	5,518,432
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	4	0.5%	0.4%	0.5%
Pre-Kindergarten	72	9.0%	4.1%	4.4%	72	9.0%	4.0%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	72	9.0%	4.1%	3.7%	72	9.0%	4.0%	3.7%
Kindergarten	118	14.8%	6.4%	6.7%	119	14.8%	6.4%	6.7%
Grade 1	162	20.3%	7.3%	7.2%	162	20.2%	7.3%	7.2%
Grade 2	154	19.3%	6.9%	7.2%	154	19.2%	6.9%	7.2%
Grade 3	166	20.8%	6.9%	7.2%	167	20.8%	6.9%	7.1%
Grade 4	125	15.7%	6.7%	7.2%	125	15.6%	6.6%	7.1%
Grade 5	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 8	0	0.0%	8.3%	7.7%	0	0.0%	8.3%	7.7%
Grade 9	0	0.0%	9.5%	8.7%	0	0.0%	9.5%	8.7%
Grade 10	0	0.0%	8.6%	7.9%	0	0.0%	8.6%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	6.1%	6.6%	0	0.0%	6.3%	6.6%
<b>Ethnic Distribution:</b>								
African American	29	3.6%	2.8%	12.8%	30	3.7%	2.8%	12.8%
Hispanic	489	61.4%	74.2%	53.0%	492	61.3%	74.1%	52.9%
White	234	29.4%	19.7%	25.6%	236	29.4%	19.8%	25.7%
American Indian	1	0.1%	0.2%	0.3%	1	0.1%	0.2%	0.3%
Asian	1	0.1%	0.4%	5.1%	1	0.1%	0.4%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	43	5.4%	2.7%	3.0%	43	5.4%	2.7%	3.0%
<b>Sex:</b>								
Female	405	50.8%	48.4%	48.8%	406	50.6%	48.3%	48.8%
Male	392	49.2%	51.6%	51.2%	397	49.4%	51.7%	51.2%
Economically Disadvantaged	526	66.0%	76.7%	62.1%	529	65.9%	76.6%	62.0%
Non-Educationally Disadvantaged	271	34.0%	23.3%	37.9%	274	34.1%	23.4%	38.0%
Section 504 Students	56	7.0%	10.3%	7.4%	56	7.0%	10.3%	7.4%
EB Students/EL	243	30.5%	41.1%	23.1%	244	30.4%	41.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	3.7%	1.5%				



Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	54	6.8%	9.0%	5.5%	54	6.7%	9.0%	5.5%
Foster Care	1	0.1%	0.3%	0.2%	1	0.1%	0.3%	0.2%
Homeless	27	3.4%	3.9%	1.3%	27	3.4%	3.9%	1.3%
Immigrant	15	1.9%	2.1%	2.2%	15	1.9%	2.1%	2.2%
Migrant	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Title I	797	100.0%	68.0%	64.6%	803	100.0%	68.0%	64.6%
Military Connected	8	1.0%	0.6%	3.6%	8	1.0%	0.6%	3.6%
At-Risk	501	62.9%	70.8%	53.3%	503	62.6%	70.7%	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	240	30.1%	40.4%	23.2%	240	29.9%	40.3%	23.2%
Career and Technical Education	0	0.0%	23.1%	26.5%	0	0.0%	23.0%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	61.9%	72.3%	0	-	61.5%	72.2%
Gifted and Talented Education	51	6.4%	7.2%	8.2%	51	6.4%	7.2%	8.2%
Special Education	96	12.0%	12.8%	12.6%	102	12.7%	13.1%	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	96							
By Type of Primary Disability								
Students with Intellectual Disabilities	20	20.8%	54.3%	44.1%				
Students with Physical Disabilities	54	56.3%	20.3%	20.0%				
Students with Autism	11	11.5%	9.8%	15.5%				
Students with Behavioral Disabilities	**	**	15.1%	18.8%				
Students with Non-Categorical Early Childhood	*	*	0.6%	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	104	16.2%	14.9%	16.8%				
By Ethnicity:								
African American	11	1.7%	0.7%	3.3%				
Hispanic	52	8.1%	10.6%	8.7%				
White	36	5.6%	2.9%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	5	0.8%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	14	15.6%	16.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	27	14.7%	14.9%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	76	17.8%	15.0%	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	134	20.5%	16.3%	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	0.0%	0.0%	1.5%	0.0%	1.9%	4.5%
Grade 1	0.7%	0.1%	2.5%	0.0%	0.0%	3.6%
Grade 2	0.7%	0.3%	1.6%	0.0%	1.4%	2.0%
Grade 3	0.0%	0.1%	0.8%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	-	0.3%	0.3%	-	0.8%	0.4%
Grade 7	-	0.2%	0.4%	-	0.0%	0.5%
Grade 8	-	0.2%	0.4%	-	0.0%	0.5%
Grade 9	-	13.6%	8.7%	-	23.5%	12.6%

Class Size Averages by Grade and Subject  
 (Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	16.4	18.5	18.7
Grade 1	20.8	20.2	19.1
Grade 2	18.2	18.7	19.1
Grade 3	20.6	18.7	19.3
Grade 4	20.6	20.3	19.4
Grade 5	-	22.5	20.8
Grade 6	-	24.3	19.2
<b>Secondary:</b>			
English/Language Arts	-	15.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	17.7	17.5
Science	-	20.4	18.5
Social Studies	-	20.1	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	105.7	100.0%	100.0%	100.0%
Professional Staff:	67.2	63.5%	71.8%	64.1%
Teachers	56.1	53.1%	55.0%	48.7%
Professional Support	7.1	6.7%	11.3%	10.9%
Campus Administration (School Leadership)	3.9	3.7%	4.3%	3.3%
Educational Aides:	38.6	36.5%	19.1%	11.3%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	10.0	4,258.0
Part-time Librarians	0.0	n/a	1.0	646.0
Full-time Counselors	1.0	n/a	26.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	31.2	29.5%	35.6%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	1.0	1.8%	6.3%	11.8%
Hispanic	12.7	22.6%	22.4%	29.6%
White	42.4	75.6%	68.4%	54.9%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.8%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	2.0%	1.2%
<b>Teachers by Sex:</b>				
Males	1.0	1.8%	24.5%	24.4%
Females	55.1	98.2%	75.5%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	1.0	1.8%	5.8%	2.0%
Bachelors	41.3	73.7%	72.7%	72.2%
Masters	13.7	24.5%	20.2%	25.0%
Doctorate	0.0	0.0%	1.2%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	10.9	19.4%	14.1%	9.7%
1-5 Years Experience	11.0	19.6%	30.8%	26.3%
6-10 Years Experience	5.3	9.4%	16.5%	20.5%
11-20 Years Experience	10.7	19.2%	20.9%	27.2%
21-30 Years Experience	15.2	27.0%	14.4%	13.3%
Over 30 Years Experience	3.0	5.3%	3.3%	2.9%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	14.2	n/a	15.9	14.8

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	6.0	5.1	6.1
Average Years Experience of Principals with District	6.0	5.1	5.3
Average Years Experience of Assistant Principals	2.5	5.2	5.2
Average Years Experience of Assistant Principals with District	1.5	4.3	4.4
Average Years Experience of Teachers:	13.1	10.5	11.0
Average Years Experience of Teachers with District:	6.6	5.7	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$53,000	\$51,088	\$53,300
1-5 Years Experience	\$53,811	\$53,713	\$56,516
6-10 Years Experience	\$54,367	\$55,003	\$59,732
11-20 Years Experience	\$56,794	\$57,689	\$63,389
21-30 Years Experience	\$64,576	\$63,723	\$67,876
Over 30 Years Experience	\$71,947	\$71,963	\$72,560
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$58,157	\$56,432	\$60,717
Professional Support	\$59,148	\$68,746	\$72,022
Campus Administration (School Leadership)	\$84,341	\$82,355	\$85,167
Instructional Staff Percent:	n/a	77.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	5.0	8.9%	8.3%	5.9%
Career and Technical Education	0.0	0.0%	4.5%	5.4%
Compensatory Education	7.7	13.7%	9.4%	3.2%
Gifted and Talented Education	1.0	1.8%	0.8%	1.7%
Regular Education	37.3	66.4%	57.5%	70.6%
Special Education	5.2	9.2%	12.4%	9.7%
Other	0.0	0.0%	7.0%	3.5%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
EMILE EL (011901101) - BASTROP ISD - BASTROP COUNTY

- Indicates there is no data for the item.
- \* Indicates results are masked due to small numbers.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

## **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: BASTROP ISD**

**Campus Name: MINA EL**

**Campus Number: 011901102**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2023	76%	66%	<b>84%</b>	33%	80%	95%	-	*	-	100%	42%	91%	83%	86%	73%	*
	2022	76%	66%	<b>86%</b>	57%	90%	87%	-	*	-	*	56%	100%	85%	89%	82%	67%
At Meets Grade Level or Above	2023	50%	38%	<b>53%</b>	11%	45%	67%	-	*	-	67%	8%	73%	45%	68%	44%	*
	2022	51%	40%	<b>64%</b>	43%	57%	72%	-	*	-	*	44%	57%	63%	66%	62%	33%
At Masters Grade Level	2023	20%	13%	<b>23%</b>	0%	14%	40%	-	*	-	33%	0%	27%	21%	27%	18%	*
	2022	30%	22%	<b>34%</b>	29%	27%	42%	-	*	-	*	22%	29%	37%	29%	33%	0%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2023	73%	62%	<b>77%</b>	56%	71%	86%	-	*	-	83%	31%	91%	73%	84%	69%	*
	2022	71%	62%	<b>81%</b>	43%	76%	88%	-	*	-	*	67%	100%	83%	76%	72%	67%
At Meets Grade Level or Above	2023	45%	31%	<b>44%</b>	11%	39%	60%	-	*	-	33%	8%	82%	41%	49%	32%	*
	2022	43%	32%	<b>49%</b>	0%	45%	55%	-	*	-	*	33%	71%	49%	50%	42%	33%
At Masters Grade Level	2023	19%	9%	<b>16%</b>	0%	10%	28%	-	*	-	17%	0%	45%	17%	14%	10%	*
	2022	21%	12%	<b>21%</b>	0%	16%	28%	-	*	-	*	0%	14%	23%	18%	8%	0%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2023	77%	68%	<b>84%</b>	33%	84%	91%	-	*	-	60%	50%	100%	80%	91%	72%	83%
	2022	77%	64%	<b>79%</b>	50%	85%	82%	-	*	*	63%	33%	83%	77%	84%	76%	67%
At Meets Grade Level or Above	2023	48%	37%	<b>55%</b>	17%	45%	72%	-	*	-	20%	0%	75%	56%	55%	40%	17%
	2022	54%	38%	<b>60%</b>	20%	58%	70%	-	*	*	50%	22%	67%	57%	65%	44%	33%
At Masters Grade Level	2023	22%	14%	<b>30%</b>	0%	21%	42%	-	*	-	20%	0%	13%	30%	30%	27%	8%
	2022	28%	16%	<b>30%</b>	20%	25%	37%	-	*	*	38%	11%	17%	24%	42%	19%	17%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2023	71%	61%	<b>74%</b>	67%	67%	84%	-	*	-	40%	27%	88%	71%	77%	61%	58%
	2022	70%	50%	<b>73%</b>	30%	75%	82%	-	*	*	63%	50%	67%	74%	72%	63%	67%
At Meets Grade Level or Above	2023	48%	38%	<b>48%</b>	0%	35%	66%	-	*	-	40%	7%	88%	46%	51%	36%	17%
	2022	43%	25%	<b>42%</b>	30%	36%	51%	-	*	*	38%	6%	67%	39%	49%	29%	33%
At Masters Grade Level	2023	22%	13%	<b>21%</b>	0%	14%	30%	-	*	-	20%	7%	25%	23%	19%	15%	0%
	2022	23%	11%	<b>25%</b>	10%	21%	32%	-	*	*	25%	6%	50%	23%	30%	18%	33%
<b>All Grades All Subjects</b>																	



Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	76%	63%	<b>80%</b>	47%	76%	89%	-	88%	-	73%	38%	92%	77%	84%	69%	69%
	2022	74%	60%	<b>80%</b>	44%	82%	85%	-	63%	*	70%	48%	88%	80%	80%	73%	67%
At Meets Grade Level or Above	2023	49%	34%	<b>50%</b>	10%	41%	67%	-	25%	-	41%	5%	79%	47%	55%	38%	19%
	2022	48%	33%	<b>54%</b>	24%	49%	62%	-	63%	*	55%	22%	65%	52%	57%	44%	33%
At Masters Grade Level	2023	20%	10%	<b>23%</b>	0%	15%	35%	-	0%	-	23%	2%	29%	23%	23%	17%	3%
	2022	23%	13%	<b>28%</b>	15%	22%	35%	-	13%	*	35%	9%	27%	26%	30%	20%	10%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	62%	<b>84%</b>	33%	83%	93%	-	*	-	82%	46%	95%	81%	89%	72%	81%
	2022	75%	60%	<b>83%</b>	53%	88%	85%	-	*	*	70%	41%	92%	81%	86%	79%	67%
At Meets Grade Level or Above	2023	53%	35%	<b>54%</b>	13%	45%	70%	-	*	-	45%	4%	74%	51%	60%	42%	19%
	2022	53%	37%	<b>62%</b>	29%	58%	71%	-	*	*	60%	30%	62%	60%	65%	52%	33%
At Masters Grade Level	2023	20%	9%	<b>27%</b>	0%	17%	41%	-	*	-	27%	0%	21%	26%	29%	22%	6%
	2022	25%	14%	<b>32%</b>	24%	26%	39%	-	*	*	40%	15%	23%	30%	36%	26%	7%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	61%	<b>75%</b>	60%	69%	85%	-	*	-	64%	29%	89%	72%	80%	65%	56%
	2022	72%	59%	<b>77%</b>	35%	76%	85%	-	*	*	70%	56%	85%	78%	74%	67%	67%
At Meets Grade Level or Above	2023	45%	30%	<b>46%</b>	7%	37%	64%	-	*	-	36%	7%	84%	44%	50%	34%	19%
	2022	42%	29%	<b>45%</b>	18%	40%	53%	-	*	*	50%	15%	69%	44%	49%	35%	33%
At Masters Grade Level	2023	19%	10%	<b>19%</b>	0%	12%	29%	-	*	-	18%	4%	37%	20%	17%	12%	0%
	2022	20%	10%	<b>23%</b>	6%	18%	30%	-	*	*	30%	4%	31%	23%	25%	13%	13%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2023	37%	24%	<b>35%</b>	0%	33%	50%	-	*	-	17%	0%	64%	28%	49%	26%	*
	2022	36%	25%	<b>43%</b>	0%	37%	50%	-	*	-	*	22%	43%	42%	45%	38%	22%
Reading and Mathematics Including EOC	2023	37%	24%	<b>35%</b>	0%	33%	50%	-	*	-	17%	0%	64%	28%	49%	26%	*
	2022	36%	25%	<b>43%</b>	0%	37%	50%	-	*	-	*	22%	43%	42%	45%	38%	22%
Reading Including EOC	2023	50%	38%	<b>53%</b>	11%	45%	67%	-	*	-	67%	8%	73%	45%	68%	44%	*
	2022	51%	40%	<b>64%</b>	43%	57%	72%	-	*	-	*	44%	57%	63%	66%	62%	33%
Math Including EOC	2023	45%	31%	<b>44%</b>	11%	39%	60%	-	*	-	33%	8%	82%	41%	49%	32%	*
	2022	43%	32%	<b>49%</b>	0%	45%	55%	-	*	-	*	33%	71%	49%	50%	42%	33%
<b>4th Graders</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2023	38%	26%	<b>39%</b>	0%	26%	56%	-	*	-	20%	0%	63%	39%	40%	24%	0%
	2022	36%	20%	<b>41%</b>	20%	36%	51%	-	*	*	38%	6%	67%	38%	49%	27%	33%
Reading and Mathematics Including EOC	2023	38%	26%	<b>39%</b>	0%	26%	56%	-	*	-	20%	0%	63%	39%	40%	24%	0%
	2022	36%	20%	<b>41%</b>	20%	36%	51%	-	*	*	38%	6%	67%	38%	49%	27%	33%
Reading Including EOC	2023	48%	37%	<b>55%</b>	17%	45%	72%	-	*	-	20%	0%	75%	56%	55%	40%	17%
	2022	54%	38%	<b>60%</b>	20%	58%	70%	-	*	*	50%	22%	67%	57%	65%	44%	33%
Math Including EOC	2023	48%	38%	<b>48%</b>	0%	35%	66%	-	*	-	40%	7%	88%	46%	51%	36%	17%
	2022	43%	25%	<b>42%</b>	30%	36%	51%	-	*	*	38%	6%	67%	39%	49%	29%	33%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2023	37%	21%	<b>37%</b>	0%	30%	54%	-	*	-	18%	0%	63%	34%	43%	25%	6%
	2022	34%	20%	<b>42%</b>	12%	37%	50%	-	*	*	50%	11%	54%	40%	47%	33%	27%
Reading and Mathematics Including EOC	2023	39%	23%	<b>37%</b>	0%	30%	54%	-	*	-	18%	0%	63%	34%	43%	25%	6%
	2022	36%	21%	<b>42%</b>	12%	37%	50%	-	*	*	50%	11%	54%	40%	47%	33%	27%
Reading Including EOC	2023	53%	34%	<b>54%</b>	13%	45%	70%	-	*	-	45%	4%	74%	51%	60%	42%	19%
	2022	53%	38%	<b>62%</b>	29%	58%	71%	-	*	*	60%	30%	62%	60%	65%	52%	33%
Math Including EOC	2023	47%	30%	<b>46%</b>	7%	37%	64%	-	*	-	36%	7%	84%	44%	50%	34%	19%
	2022	43%	28%	<b>45%</b>	18%	40%	53%	-	*	*	50%	15%	69%	44%	49%	35%	33%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Progress (TAPR)**  
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	55%	51%	<b>62%</b>	0%	57%	74%	-	*	-	*	43%	57%	62%	63%	54%	50%
Grade 4 Mathematics	2023	63%	61%	<b>60%</b>	33%	54%	71%	-	*	-	*	29%	71%	58%	65%	52%	42%
All Grades Both Subjects	2023	64%	55%	<b>61%</b>	17%	55%	72%	-	*	-	50%	36%	64%	60%	64%	53%	46%
All Grades ELA/Reading	2023	63%	51%	<b>62%</b>	0%	57%	74%	-	*	-	*	43%	57%	62%	63%	54%	50%
All Grades Mathematics	2023	66%	60%	<b>60%</b>	33%	54%	71%	-	*	-	*	29%	71%	58%	65%	52%	42%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	33%	29%	<b>33%</b>	*	38%	33%	-	*	-	*	33%	-	27%	50%	27%	*
Grade 4 Mathematics	2023	27%	22%	<b>25%</b>	*	24%	25%	-	-	-	*	10%	-	7%	46%	16%	40%
All Grades Both Subjects	2023	38%	29%	<b>29%</b>	*	28%	29%	-	*	-	*	21%	-	17%	47%	21%	56%
All Grades ELA/Reading	2023	35%	26%	<b>33%</b>	*	38%	33%	-	*	-	*	33%	-	27%	50%	27%	*
All Grades Mathematics	2023	40%	32%	<b>25%</b>	*	24%	25%	-	-	-	*	10%	-	7%	46%	16%	40%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2023	76%	63%	<b>80%</b>	-	-	-	-	-	-	71%	71%	-	-	*	80%	69%	-
	2022	74%	60%	<b>80%</b>	-	-	-	-	-	-	71%	71%	-	-	*	81%	67%	-
At Meets Grade Level or Above	2023	49%	34%	<b>50%</b>	-	-	-	-	-	-	18%	18%	-	-	*	52%	19%	-
	2022	48%	33%	<b>54%</b>	-	-	-	-	-	-	33%	33%	-	-	*	55%	33%	-
At Masters Grade Level	2023	20%	10%	<b>23%</b>	-	-	-	-	-	-	0%	0%	-	-	*	24%	3%	-
	2022	23%	13%	<b>28%</b>	-	-	-	-	-	-	4%	4%	-	-	*	29%	10%	-
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2023	77%	62%	<b>84%</b>	-	-	-	-	-	-	86%	86%	-	-	*	84%	81%	-
	2022	75%	60%	<b>83%</b>	-	-	-	-	-	-	75%	75%	-	-	*	84%	67%	-
At Meets Grade Level or Above	2023	53%	35%	<b>54%</b>	-	-	-	-	-	-	14%	14%	-	-	*	57%	19%	-
	2022	53%	37%	<b>62%</b>	-	-	-	-	-	-	33%	33%	-	-	*	63%	33%	-
At Masters Grade Level	2023	20%	9%	<b>27%</b>	-	-	-	-	-	-	0%	0%	-	-	*	28%	6%	-
	2022	25%	14%	<b>32%</b>	-	-	-	-	-	-	0%	0%	-	-	*	34%	7%	-
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2023	75%	61%	<b>75%</b>	-	-	-	-	-	-	57%	57%	-	-	*	76%	56%	-
	2022	72%	59%	<b>77%</b>	-	-	-	-	-	-	67%	67%	-	-	*	78%	67%	-
At Meets Grade Level or Above	2023	45%	30%	<b>46%</b>	-	-	-	-	-	-	21%	21%	-	-	*	48%	19%	-
	2022	42%	29%	<b>45%</b>	-	-	-	-	-	-	33%	33%	-	-	*	46%	33%	-
At Masters Grade Level	2023	19%	10%	<b>19%</b>	-	-	-	-	-	-	0%	0%	-	-	*	20%	0%	-
	2022	20%	10%	<b>23%</b>	-	-	-	-	-	-	8%	8%	-	-	*	24%	13%	-
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2023	64%	55%	<b>61%</b>	-	-	-	-	-	-	40%	40%	-	-	*	63%	46%	-
All Grades ELA/Reading	2023	63%	51%	<b>62%</b>	-	-	-	-	-	-	40%	40%	-	-	*	63%	50%	-
All Grades Mathematics	2023	66%	60%	<b>60%</b>	-	-	-	-	-	-	40%	40%	-	-	*	62%	42%	-
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2023	38%	29%	<b>29%</b>	-	-	-	-	-	-	71%	71%	-	-	*	23%	56%	-
All Grades ELA/Reading	2023	35%	26%	<b>33%</b>	-	-	-	-	-	-	*	*	-	-	*	24%	*	-
All Grades Mathematics	2023	40%	32%	<b>25%</b>	-	-	-	-	-	-	*	*	-	-	*	22%	40%	-

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	<b>99%</b>	100%	100%	99%	-	100%	-	100%	97%	100%	99%	100%	99%	100%
Included in Accountability	93%	91%	<b>88%</b>	88%	83%	92%	-	100%	-	92%	82%	100%	94%	80%	85%	64%
Not Included in Accountability: Mobile	4%	5%	<b>10%</b>	12%	14%	7%	-	0%	-	8%	12%	0%	5%	18%	13%	28%
Not Included in Accountability: Other Exclusions	2%	3%	<b>1%</b>	0%	2%	0%	-	0%	-	0%	3%	0%	0%	3%	1%	8%
Not Tested	1%	1%	<b>1%</b>	0%	0%	1%	-	0%	-	0%	3%	0%	1%	0%	1%	0%
Absent	1%	1%	<b>1%</b>	0%	0%	1%	-	0%	-	0%	3%	0%	1%	0%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>100%</b>	100%	100%	99%	-	*	-	100%	97%	100%	99%	100%	99%	100%
Included in Accountability	92%	90%	<b>88%</b>	88%	84%	92%	-	*	-	92%	82%	100%	94%	80%	85%	64%
Not Included in Accountability: Mobile	4%	5%	<b>10%</b>	12%	14%	7%	-	*	-	8%	12%	0%	5%	18%	13%	28%
Not Included in Accountability: Other Exclusions	3%	5%	<b>1%</b>	0%	2%	0%	-	*	-	0%	3%	0%	0%	3%	1%	8%
Not Tested	1%	1%	<b>0%</b>	0%	0%	1%	-	*	-	0%	3%	0%	1%	0%	1%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	1%	-	*	-	0%	3%	0%	1%	0%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>99%</b>	100%	99%	99%	-	*	-	100%	97%	100%	99%	100%	99%	100%
Included in Accountability	94%	92%	<b>88%</b>	88%	83%	92%	-	*	-	92%	82%	100%	93%	80%	85%	64%
Not Included in Accountability: Mobile	5%	5%	<b>10%</b>	12%	14%	7%	-	*	-	8%	12%	0%	5%	18%	13%	28%
Not Included in Accountability: Other Exclusions	1%	2%	<b>1%</b>	0%	2%	0%	-	*	-	0%	3%	0%	0%	3%	1%	8%
Not Tested	1%	2%	<b>1%</b>	0%	1%	1%	-	*	-	0%	3%	0%	1%	0%	1%	0%
Absent	1%	1%	<b>1%</b>	0%	1%	1%	-	*	-	0%	3%	0%	1%	0%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	98%	<b>100%</b>	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	<b>91%</b>	89%	91%	94%	-	67%	*	77%	90%	87%	95%	84%	95%	79%
Not Included in Accountability: Mobile	5%	5%	<b>9%</b>	11%	9%	6%	-	33%	*	23%	10%	13%	5%	16%	5%	21%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	98%	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	91%	89%	91%	94%	-	67%	*	77%	90%	87%	95%	84%	95%	79%
Not Included in Accountability: Mobile	5%	5%	9%	11%	9%	6%	-	33%	*	23%	10%	13%	5%	16%	5%	21%
Not Included in Accountability: Other Exclusions	2%	2%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	91%	89%	91%	94%	-	67%	*	77%	90%	87%	95%	84%	95%	79%
Not Included in Accountability: Mobile	5%	6%	9%	11%	9%	6%	-	33%	*	23%	10%	13%	5%	16%	5%	21%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	90.6%	<b>93.5%</b>	93.7%	92.6%	94.4%	-	94.8%	*	92.6%	92.7%	92.6%	93.9%
2020-21	95.0%	92.0%	<b>95.9%</b>	92.8%	95.9%	96.4%	*	95.7%	*	96.4%	93.8%	95.0%	94.6%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	34.8%	<b>22.8%</b>	21.6%	26.8%	17.7%	-	11.1%	*	37.8%	26.0%	28.7%	27.3%
2020-21	15.0%	27.7%	<b>10.7%</b>	29.3%	8.4%	9.9%	*	0.0%	*	9.4%	18.1%	12.7%	7.7%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2021</b>													
Graduated	90.0%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	92.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.3%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													



Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	72.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	68.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	88.0%	73.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	71.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	3.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	69.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	68.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	70.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	71.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	-	-	858	368,686
<b>By Ethnicity:</b>				
African American	-	-	32	45,227
Hispanic	-	-	588	191,125
White	-	-	204	103,171
American Indian	-	-	1	1,159
Asian	-	-	4	18,794
Pacific Islander	-	-	2	569
Two or More Races	-	-	27	8,641
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	251	51,023
Foundation H.S. Program (Endorsement)	-	-	9	14,179
Foundation H.S. Program (DLA)	-	-	598	302,917
Special Education Graduates	-	-	84	32,447
Economically Disadvantaged Graduates	-	-	475	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	142	40,398
At-Risk Graduates	-	-	454	159,689

**There is no data for this campus.**

**There is no data for this campus.**

**There is no data for this campus.**

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	777	100.0%	12,449	5,504,150	785	100.0%	12,506	5,518,432
<b>Students by Grade:</b>								
Early Childhood Education	7	0.9%	0.2%	0.3%	12	1.5%	0.4%	0.5%
Pre-Kindergarten	67	8.6%	4.1%	4.4%	67	8.5%	4.0%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	67	8.6%	4.1%	3.7%	67	8.5%	4.0%	3.7%
Kindergarten	128	16.5%	6.4%	6.7%	130	16.6%	6.4%	6.7%
Grade 1	158	20.3%	7.3%	7.2%	159	20.3%	7.3%	7.2%
Grade 2	153	19.7%	6.9%	7.2%	153	19.5%	6.9%	7.2%
Grade 3	119	15.3%	6.9%	7.2%	119	15.2%	6.9%	7.1%
Grade 4	145	18.7%	6.7%	7.2%	145	18.5%	6.6%	7.1%
Grade 5	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 8	0	0.0%	8.3%	7.7%	0	0.0%	8.3%	7.7%
Grade 9	0	0.0%	9.5%	8.7%	0	0.0%	9.5%	8.7%
Grade 10	0	0.0%	8.6%	7.9%	0	0.0%	8.6%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	6.1%	6.6%	0	0.0%	6.3%	6.6%
<b>Ethnic Distribution:</b>								
African American	64	8.2%	2.8%	12.8%	64	8.2%	2.8%	12.8%
Hispanic	315	40.5%	74.2%	53.0%	315	40.1%	74.1%	52.9%
White	337	43.4%	19.7%	25.6%	343	43.7%	19.8%	25.7%
American Indian	4	0.5%	0.2%	0.3%	4	0.5%	0.2%	0.3%
Asian	8	1.0%	0.4%	5.1%	9	1.1%	0.4%	5.1%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	48	6.2%	2.7%	3.0%	49	6.2%	2.7%	3.0%
<b>Sex:</b>								
Female	386	49.7%	48.4%	48.8%	390	49.7%	48.3%	48.8%
Male	391	50.3%	51.6%	51.2%	395	50.3%	51.7%	51.2%
Economically Disadvantaged	431	55.5%	76.7%	62.1%	433	55.2%	76.6%	62.0%
Non-Educationally Disadvantaged	346	44.5%	23.3%	37.9%	352	44.8%	23.4%	38.0%
Section 504 Students	49	6.3%	10.3%	7.4%	49	6.2%	10.3%	7.4%
EB Students/EL	50	6.4%	41.1%	23.1%	51	6.5%	41.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	3.7%	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	29	3.7%	9.0%	5.5%	29	3.7%	9.0%	5.5%
Foster Care	6	0.8%	0.3%	0.2%	6	0.8%	0.3%	0.2%
Homeless	39	5.0%	3.9%	1.3%	39	5.0%	3.9%	1.3%
Immigrant	7	0.9%	2.1%	2.2%	7	0.9%	2.1%	2.2%
Migrant	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Title I	777	100.0%	68.0%	64.6%	785	100.0%	68.0%	64.6%
Military Connected	18	2.3%	0.6%	3.6%	18	2.3%	0.6%	3.6%
At-Risk	255	32.8%	70.8%	53.3%	256	32.6%	70.7%	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	46	5.9%	40.4%	23.2%	47	6.0%	40.3%	23.2%
Career and Technical Education	0	0.0%	23.1%	26.5%	0	0.0%	23.0%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	61.9%	72.3%	0	-	61.5%	72.2%
Gifted and Talented Education	87	11.2%	7.2%	8.2%	87	11.1%	7.2%	8.2%
Special Education	89	11.5%	12.8%	12.6%	97	12.4%	13.1%	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	89							
By Type of Primary Disability								
Students with Intellectual Disabilities	17	19.1%	54.3%	44.1%				
Students with Physical Disabilities	39	43.8%	20.3%	20.0%				
Students with Autism	**	**	9.8%	15.5%				
Students with Behavioral Disabilities	**	**	15.1%	18.8%				
Students with Non-Categorical Early Childhood	*	*	0.6%	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	95	16.0%	14.9%	16.8%				
By Ethnicity:								
African American	9	1.5%	0.7%	3.3%				
Hispanic	46	7.8%	10.6%	8.7%				
White	30	5.1%	2.9%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	5	0.8%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	5	0.8%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	11	14.9%	16.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	11	32.4%	14.9%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	57	18.0%	15.0%	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	117	19.1%	16.3%	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	0.0%	0.0%	1.5%	5.0%	1.9%	4.5%
Grade 1	0.0%	0.1%	2.5%	0.0%	0.0%	3.6%
Grade 2	0.0%	0.3%	1.6%	0.0%	1.4%	2.0%
Grade 3	0.0%	0.1%	0.8%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	-	0.3%	0.3%	-	0.8%	0.4%
Grade 7	-	0.2%	0.4%	-	0.0%	0.5%
Grade 8	-	0.2%	0.4%	-	0.0%	0.5%
Grade 9	-	13.6%	8.7%	-	23.5%	12.6%

Class Size Averages by Grade and Subject  
 (Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	17.5	18.5	18.7
Grade 1	22.2	20.2	19.1
Grade 2	19.3	18.7	19.1
Grade 3	19.3	18.7	19.3
Grade 4	20.0	20.3	19.4
Grade 5	-	22.5	20.8
Grade 6	-	24.3	19.2
<b>Secondary:</b>			
English/Language Arts	-	15.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	17.7	17.5
Science	-	20.4	18.5
Social Studies	-	20.1	18.9



Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	89.3	100.0%	100.0%	100.0%
Professional Staff:	62.2	69.7%	71.8%	64.1%
Teachers	51.3	57.5%	55.0%	48.7%
Professional Support	5.9	6.6%	11.3%	10.9%
Campus Administration (School Leadership)	5.0	5.6%	4.3%	3.3%
Educational Aides:	27.1	30.3%	19.1%	11.3%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	10.0	4,258.0
Part-time Librarians	0.0	n/a	1.0	646.0
Full-time Counselors	2.0	n/a	26.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	16.5	18.5%	35.6%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	0.0	0.0%	6.3%	11.8%
Hispanic	8.0	15.6%	22.4%	29.6%
White	43.3	84.4%	68.4%	54.9%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.8%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	2.0%	1.2%
<b>Teachers by Sex:</b>				
Males	2.0	3.9%	24.5%	24.4%
Females	49.3	96.1%	75.5%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	1.0	1.9%	5.8%	2.0%
Bachelors	42.0	81.9%	72.7%	72.2%
Masters	8.3	16.2%	20.2%	25.0%
Doctorate	0.0	0.0%	1.2%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	4.0	7.8%	14.1%	9.7%
1-5 Years Experience	10.0	19.5%	30.8%	26.3%
6-10 Years Experience	11.9	23.1%	16.5%	20.5%
11-20 Years Experience	17.2	33.6%	20.9%	27.2%
21-30 Years Experience	6.2	12.2%	14.4%	13.3%
Over 30 Years Experience	2.0	3.9%	3.3%	2.9%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	15.1	n/a	15.9	14.8

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	3.0	5.1	6.1
Average Years Experience of Principals with District	3.0	5.1	5.3
Average Years Experience of Assistant Principals	6.0	5.2	5.2
Average Years Experience of Assistant Principals with District	6.0	4.3	4.4
Average Years Experience of Teachers:	12.7	10.5	11.0
Average Years Experience of Teachers with District:	8.1	5.7	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$53,000	\$51,088	\$53,300
1-5 Years Experience	\$53,405	\$53,713	\$56,516
6-10 Years Experience	\$57,345	\$55,003	\$59,732
11-20 Years Experience	\$56,229	\$57,689	\$63,389
21-30 Years Experience	\$65,580	\$63,723	\$67,876
Over 30 Years Experience	\$75,754	\$71,963	\$72,560
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$57,583	\$56,432	\$60,717
Professional Support	\$57,732	\$68,746	\$72,022
Campus Administration (School Leadership)	\$76,955	\$82,355	\$85,167
Instructional Staff Percent:	n/a	77.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	8.3%	5.9%
Career and Technical Education	0.0	0.0%	4.5%	5.4%
Compensatory Education	6.0	11.7%	9.4%	3.2%
Gifted and Talented Education	1.0	1.9%	0.8%	1.7%
Regular Education	39.7	77.3%	57.5%	70.6%
Special Education	4.6	9.0%	12.4%	9.7%
Other	0.0	0.0%	7.0%	3.5%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
MINA EL (011901102) - BASTROP ISD - BASTROP COUNTY

- Indicates there is no data for the item.
- \* Indicates results are masked due to small numbers.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

## **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: BASTROP ISD**

**Campus Name: CEDAR CREEK EL**

**Campus Number: 011901103**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2023	76%	66%	<b>49%</b>	*	48%	64%	-	-	-	*	16%	33%	51%	45%	48%	45%
	2022	76%	66%	<b>54%</b>	*	53%	71%	-	-	-	*	32%	*	58%	42%	52%	48%
At Meets Grade Level or Above	2023	50%	38%	<b>22%</b>	*	21%	36%	-	-	-	*	8%	22%	23%	18%	21%	17%
	2022	51%	40%	<b>25%</b>	*	25%	43%	-	-	-	*	23%	*	29%	15%	20%	17%
At Masters Grade Level	2023	20%	13%	<b>4%</b>	*	4%	9%	-	-	-	*	0%	11%	4%	4%	4%	3%
	2022	30%	22%	<b>9%</b>	*	8%	29%	-	-	-	*	5%	*	11%	2%	6%	5%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2023	73%	62%	<b>47%</b>	*	46%	64%	-	-	-	*	38%	44%	48%	44%	45%	46%
	2022	71%	62%	<b>47%</b>	*	46%	71%	-	-	-	*	23%	*	54%	29%	45%	43%
At Meets Grade Level or Above	2023	45%	31%	<b>14%</b>	*	13%	45%	-	-	-	*	8%	33%	18%	5%	13%	11%
	2022	43%	32%	<b>19%</b>	*	18%	57%	-	-	-	*	18%	*	23%	8%	17%	16%
At Masters Grade Level	2023	19%	9%	<b>3%</b>	*	2%	27%	-	-	-	*	4%	22%	5%	0%	2%	2%
	2022	21%	12%	<b>4%</b>	*	4%	14%	-	-	-	*	5%	*	4%	4%	4%	3%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2023	77%	68%	<b>48%</b>	*	48%	63%	-	-	-	*	31%	50%	54%	39%	44%	39%
	2022	77%	64%	<b>60%</b>	*	59%	64%	-	-	-	*	33%	80%	58%	65%	60%	60%
At Meets Grade Level or Above	2023	48%	37%	<b>19%</b>	*	18%	50%	-	-	-	*	8%	17%	27%	7%	16%	14%
	2022	54%	38%	<b>31%</b>	*	30%	27%	-	-	-	*	7%	40%	31%	31%	29%	30%
At Masters Grade Level	2023	22%	14%	<b>5%</b>	*	3%	38%	-	-	-	*	4%	0%	7%	1%	2%	2%
	2022	28%	16%	<b>12%</b>	*	9%	18%	-	-	-	*	0%	20%	11%	13%	10%	9%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2023	71%	61%	<b>41%</b>	*	40%	75%	-	-	-	*	23%	50%	46%	33%	38%	35%
	2022	70%	50%	<b>41%</b>	*	38%	73%	-	-	-	*	13%	80%	42%	39%	40%	41%
At Meets Grade Level or Above	2023	48%	38%	<b>18%</b>	*	17%	50%	-	-	-	*	15%	50%	20%	16%	18%	14%
	2022	43%	25%	<b>18%</b>	*	14%	64%	-	-	-	*	6%	40%	16%	21%	16%	17%
At Masters Grade Level	2023	22%	13%	<b>3%</b>	*	3%	13%	-	-	-	*	4%	0%	3%	4%	2%	1%
	2022	23%	11%	<b>5%</b>	*	4%	9%	-	-	-	*	0%	0%	4%	6%	4%	5%
<b>All Grades All Subjects</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	76%	63%	<b>46%</b>	20%	45%	66%	-	-	-	*	27%	43%	50%	39%	44%	41%
	2022	74%	60%	<b>51%</b>	50%	49%	69%	-	-	-	83%	25%	75%	53%	45%	49%	48%
At Meets Grade Level or Above	2023	49%	34%	<b>18%</b>	0%	17%	45%	-	-	-	*	10%	30%	22%	12%	17%	14%
	2022	48%	33%	<b>23%</b>	17%	22%	47%	-	-	-	50%	15%	25%	25%	20%	20%	20%
At Masters Grade Level	2023	20%	10%	<b>4%</b>	0%	3%	21%	-	-	-	*	3%	10%	5%	2%	3%	2%
	2022	23%	13%	<b>7%</b>	17%	6%	17%	-	-	-	50%	3%	6%	8%	7%	6%	5%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	62%	<b>48%</b>	40%	48%	63%	-	-	-	*	24%	40%	52%	41%	46%	42%
	2022	75%	60%	<b>57%</b>	*	56%	67%	-	-	-	*	32%	75%	58%	55%	56%	54%
At Meets Grade Level or Above	2023	53%	35%	<b>20%</b>	0%	20%	42%	-	-	-	*	8%	20%	25%	12%	18%	15%
	2022	53%	37%	<b>28%</b>	*	27%	33%	-	-	-	*	16%	25%	30%	24%	24%	24%
At Masters Grade Level	2023	20%	9%	<b>4%</b>	0%	4%	21%	-	-	-	*	2%	7%	6%	2%	3%	3%
	2022	25%	14%	<b>10%</b>	*	9%	22%	-	-	-	*	3%	13%	11%	8%	8%	7%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	61%	<b>44%</b>	0%	43%	68%	-	-	-	*	30%	47%	47%	38%	42%	40%
	2022	72%	59%	<b>44%</b>	*	42%	72%	-	-	-	*	18%	75%	49%	35%	42%	42%
At Meets Grade Level or Above	2023	45%	30%	<b>16%</b>	0%	15%	47%	-	-	-	*	12%	40%	19%	11%	16%	13%
	2022	42%	29%	<b>18%</b>	*	16%	61%	-	-	-	*	13%	25%	20%	15%	16%	16%
At Masters Grade Level	2023	19%	10%	<b>3%</b>	0%	2%	21%	-	-	-	*	4%	13%	4%	2%	2%	2%
	2022	20%	10%	<b>4%</b>	*	4%	11%	-	-	-	*	3%	0%	4%	5%	4%	4%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2023	37%	24%	<b>11%</b>	*	9%	36%	-	-	-	*	8%	22%	15%	2%	10%	7%
	2022	36%	25%	<b>12%</b>	*	11%	29%	-	-	-	*	14%	*	15%	4%	9%	9%
Reading and Mathematics Including EOC	2023	37%	24%	<b>11%</b>	*	9%	36%	-	-	-	*	8%	22%	15%	2%	10%	7%
	2022	36%	25%	<b>12%</b>	*	11%	29%	-	-	-	*	14%	*	15%	4%	9%	9%
Reading Including EOC	2023	50%	38%	<b>22%</b>	*	21%	36%	-	-	-	*	8%	22%	23%	18%	21%	17%
	2022	51%	40%	<b>25%</b>	*	25%	43%	-	-	-	*	23%	*	29%	15%	20%	17%
Math Including EOC	2023	45%	31%	<b>14%</b>	*	13%	45%	-	-	-	*	8%	33%	18%	5%	13%	11%
	2022	43%	32%	<b>19%</b>	*	18%	57%	-	-	-	*	18%	*	23%	8%	17%	16%
<b>4th Graders</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2023	38%	26%	<b>12%</b>	*	11%	38%	-	-	-	*	8%	17%	17%	6%	11%	9%
	2022	36%	20%	<b>12%</b>	*	10%	27%	-	-	-	*	0%	20%	10%	15%	10%	12%
Reading and Mathematics Including EOC	2023	38%	26%	<b>12%</b>	*	11%	38%	-	-	-	*	8%	17%	17%	6%	11%	9%
	2022	36%	20%	<b>12%</b>	*	10%	27%	-	-	-	*	0%	20%	10%	15%	10%	12%
Reading Including EOC	2023	48%	37%	<b>19%</b>	*	18%	50%	-	-	-	*	8%	17%	27%	7%	16%	14%
	2022	54%	38%	<b>31%</b>	*	30%	27%	-	-	-	*	7%	40%	31%	31%	29%	30%
Math Including EOC	2023	48%	38%	<b>18%</b>	*	17%	50%	-	-	-	*	15%	50%	20%	16%	18%	14%
	2022	43%	25%	<b>18%</b>	*	14%	64%	-	-	-	*	6%	40%	16%	21%	16%	17%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2023	37%	21%	<b>12%</b>	0%	11%	37%	-	-	-	*	8%	20%	16%	4%	11%	8%
	2022	34%	20%	<b>12%</b>	*	11%	28%	-	-	-	*	8%	13%	12%	10%	9%	10%
Reading and Mathematics Including EOC	2023	39%	23%	<b>12%</b>	0%	11%	37%	-	-	-	*	8%	20%	16%	4%	11%	8%
	2022	36%	21%	<b>12%</b>	*	11%	28%	-	-	-	*	8%	13%	12%	10%	9%	10%
Reading Including EOC	2023	53%	34%	<b>20%</b>	0%	20%	42%	-	-	-	*	8%	20%	25%	12%	18%	15%
	2022	53%	38%	<b>28%</b>	*	27%	33%	-	-	-	*	16%	25%	30%	24%	24%	24%
Math Including EOC	2023	47%	30%	<b>16%</b>	0%	15%	47%	-	-	-	*	12%	40%	19%	11%	16%	13%
	2022	43%	28%	<b>18%</b>	*	16%	61%	-	-	-	*	13%	25%	20%	15%	16%	16%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.



Texas Education Agency  
**2022-23 Progress (TAPR)**  
CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	55%	51%	<b>37%</b>	*	36%	57%	-	-	-	*	32%	75%	46%	22%	36%	33%
Grade 4 Mathematics	2023	63%	61%	<b>49%</b>	*	49%	64%	-	-	-	*	56%	83%	49%	51%	50%	48%
All Grades Both Subjects	2023	64%	55%	<b>43%</b>	*	43%	61%	-	-	-	*	44%	79%	47%	36%	43%	40%
All Grades ELA/Reading	2023	63%	51%	<b>37%</b>	*	36%	57%	-	-	-	*	32%	75%	46%	22%	36%	33%
All Grades Mathematics	2023	66%	60%	<b>49%</b>	*	49%	64%	-	-	-	*	56%	83%	49%	51%	50%	48%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	33%	29%	<b>14%</b>	*	13%	*	-	-	-	-	6%	*	19%	8%	14%	10%
Grade 4 Mathematics	2023	27%	22%	<b>16%</b>	*	15%	*	-	-	-	*	10%	*	15%	18%	15%	13%
All Grades Both Subjects	2023	38%	29%	<b>15%</b>	*	14%	*	-	-	-	*	8%	25%	17%	14%	15%	12%
All Grades ELA/Reading	2023	35%	26%	<b>14%</b>	*	13%	*	-	-	-	-	6%	*	19%	8%	14%	10%
All Grades Mathematics	2023	40%	32%	<b>16%</b>	*	15%	*	-	-	-	*	10%	*	15%	18%	15%	13%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2023	76%	63%	<b>46%</b>	41%	41%	-	-	-	41%	41%	41%	-	42%	-	60%	41%	-
	2022	74%	60%	<b>51%</b>	43%	-	-	-	-	43%	61%	62%	-	50%	50%	57%	48%	-
At Meets Grade Level or Above	2023	49%	34%	<b>18%</b>	12%	12%	-	-	-	12%	22%	22%	-	25%	-	31%	14%	-
	2022	48%	33%	<b>23%</b>	17%	-	-	-	-	17%	27%	28%	-	17%	27%	32%	20%	-
At Masters Grade Level	2023	20%	10%	<b>4%</b>	2%	2%	-	-	-	2%	1%	1%	-	4%	-	9%	2%	-
	2022	23%	13%	<b>7%</b>	5%	-	-	-	-	5%	5%	5%	-	0%	5%	12%	5%	-
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2023	77%	62%	<b>48%</b>	42%	42%	-	-	-	42%	41%	41%	-	42%	-	67%	42%	-
	2022	75%	60%	<b>57%</b>	49%	-	-	-	-	49%	63%	65%	-	50%	55%	65%	54%	-
At Meets Grade Level or Above	2023	53%	35%	<b>20%</b>	13%	13%	-	-	-	13%	24%	24%	-	25%	-	35%	15%	-
	2022	53%	37%	<b>28%</b>	21%	-	-	-	-	21%	29%	28%	-	33%	27%	39%	24%	-
At Masters Grade Level	2023	20%	9%	<b>4%</b>	3%	3%	-	-	-	3%	0%	0%	-	0%	-	9%	3%	-
	2022	25%	14%	<b>10%</b>	7%	-	-	-	-	7%	6%	7%	-	0%	0%	19%	7%	-
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2023	75%	61%	<b>44%</b>	41%	40%	-	-	-	40%	41%	41%	-	42%	-	53%	40%	-
	2022	72%	59%	<b>44%</b>	37%	-	-	-	-	37%	58%	59%	-	50%	45%	49%	42%	-
At Meets Grade Level or Above	2023	45%	30%	<b>16%</b>	11%	11%	-	-	-	12%	20%	20%	-	25%	-	27%	13%	-
	2022	42%	29%	<b>18%</b>	13%	-	-	-	-	13%	25%	28%	-	0%	27%	24%	16%	-
At Masters Grade Level	2023	19%	10%	<b>3%</b>	1%	1%	-	-	-	1%	2%	2%	-	8%	-	8%	2%	-
	2022	20%	10%	<b>4%</b>	3%	-	-	-	-	3%	4%	4%	-	0%	9%	5%	4%	-
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2023	64%	55%	<b>43%</b>	38%	38%	-	-	-	38%	47%	47%	-	43%	-	53%	40%	-
All Grades ELA/Reading	2023	63%	51%	<b>37%</b>	30%	31%	-	-	-	30%	40%	40%	-	32%	-	51%	33%	-
All Grades Mathematics	2023	66%	60%	<b>49%</b>	47%	46%	-	-	-	46%	55%	55%	-	55%	-	55%	48%	-
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2023	38%	29%	<b>15%</b>	12%	12%	-	-	-	11%	10%	10%	-	0%	-	33%	12%	-
All Grades ELA/Reading	2023	35%	26%	<b>14%</b>	10%	10%	-	-	-	10%	8%	8%	-	0%	-	42%	10%	-
All Grades Mathematics	2023	40%	32%	<b>16%</b>	13%	13%	-	-	-	12%	13%	13%	-	0%	-	29%	13%	-

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	<b>100%</b>	100%	100%	98%	-	-	-	*	98%	100%	100%	100%	100%	100%
Included in Accountability	93%	91%	<b>92%</b>	100%	92%	90%	-	-	-	*	94%	100%	95%	86%	93%	91%
Not Included in Accountability: Mobile	4%	5%	<b>5%</b>	0%	5%	2%	-	-	-	*	3%	0%	3%	8%	3%	4%
Not Included in Accountability: Other Exclusions	2%	3%	<b>3%</b>	0%	3%	5%	-	-	-	*	1%	0%	2%	6%	4%	5%
Not Tested	1%	1%	<b>0%</b>	0%	0%	2%	-	-	-	*	2%	0%	0%	0%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	2%	-	-	-	*	2%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>100%</b>	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	90%	<b>92%</b>	100%	92%	90%	-	-	-	*	94%	100%	95%	86%	93%	91%
Not Included in Accountability: Mobile	4%	5%	<b>5%</b>	0%	5%	5%	-	-	-	*	4%	0%	3%	8%	3%	4%
Not Included in Accountability: Other Exclusions	3%	5%	<b>4%</b>	0%	4%	5%	-	-	-	*	2%	0%	2%	6%	4%	5%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>99%</b>	100%	99%	95%	-	-	-	*	96%	100%	99%	99%	99%	99%
Included in Accountability	94%	92%	<b>91%</b>	100%	91%	90%	-	-	-	*	94%	100%	95%	86%	93%	90%
Not Included in Accountability: Mobile	5%	5%	<b>5%</b>	0%	5%	0%	-	-	-	*	2%	0%	2%	8%	3%	4%
Not Included in Accountability: Other Exclusions	1%	2%	<b>3%</b>	0%	3%	5%	-	-	-	*	0%	0%	2%	5%	3%	4%
Not Tested	1%	2%	<b>1%</b>	0%	1%	5%	-	-	-	*	4%	0%	1%	1%	1%	1%
Absent	1%	1%	<b>1%</b>	0%	1%	5%	-	-	-	*	4%	0%	1%	1%	1%	1%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	98%	<b>100%</b>	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	<b>92%</b>	100%	92%	100%	-	-	-	100%	89%	89%	95%	87%	94%	92%
Not Included in Accountability: Mobile	5%	5%	<b>6%</b>	0%	6%	0%	-	-	-	0%	10%	11%	5%	8%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	<b>2%</b>	0%	2%	0%	-	-	-	0%	1%	0%	0%	5%	1%	2%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Tested	1%	2%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	98%	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	92%	*	92%	100%	-	-	-	*	88%	89%	95%	87%	94%	92%
Not Included in Accountability: Mobile	5%	5%	6%	*	6%	0%	-	-	-	*	10%	11%	5%	8%	4%	5%
Not Included in Accountability: Other Exclusions	2%	2%	2%	*	2%	0%	-	-	-	*	2%	0%	0%	6%	2%	3%
Not Tested	1%	2%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	99%	*	99%	100%	-	-	-	*	100%	100%	100%	99%	99%	99%
Included in Accountability	93%	93%	92%	*	92%	100%	-	-	-	*	90%	89%	95%	87%	94%	92%
Not Included in Accountability: Mobile	5%	6%	6%	*	6%	0%	-	-	-	*	10%	11%	5%	8%	4%	5%
Not Included in Accountability: Other Exclusions	1%	0%	1%	*	1%	0%	-	-	-	*	0%	0%	0%	4%	1%	2%
Not Tested	1%	1%	1%	*	1%	0%	-	-	-	*	0%	0%	0%	1%	1%	1%
Absent	1%	1%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	1%	1%	*	1%	0%	-	-	-	*	0%	0%	0%	1%	1%	1%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	90.6%	<b>91.9%</b>	94.7%	92.0%	90.8%	-	-	-	89.9%	91.3%	91.9%	93.1%
2020-21	95.0%	92.0%	<b>92.0%</b>	94.2%	91.9%	93.3%	-	-	-	93.7%	90.1%	91.9%	92.2%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	34.8%	<b>30.9%</b>	12.5%	30.5%	37.8%	-	-	-	44.4%	31.9%	30.4%	25.1%
2020-21	15.0%	27.7%	<b>30.4%</b>	42.9%	30.4%	29.0%	-	-	-	33.3%	45.9%	30.9%	29.9%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2021</b>													
Graduated	90.0%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	92.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.3%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	72.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	68.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	88.0%	73.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	71.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	3.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	69.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	68.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	70.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	71.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	-	-	858	368,686
<b>By Ethnicity:</b>				
African American	-	-	32	45,227
Hispanic	-	-	588	191,125
White	-	-	204	103,171
American Indian	-	-	1	1,159
Asian	-	-	4	18,794
Pacific Islander	-	-	2	569
Two or More Races	-	-	27	8,641
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	251	51,023
Foundation H.S. Program (Endorsement)	-	-	9	14,179
Foundation H.S. Program (DLA)	-	-	598	302,917
Special Education Graduates	-	-	84	32,447
Economically Disadvantaged Graduates	-	-	475	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	142	40,398
At-Risk Graduates	-	-	454	159,689



**There is no data for this campus.**

**There is no data for this campus.**

**There is no data for this campus.**

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	1,074	100.0%	12,449	5,504,150	1,077	100.0%	12,506	5,518,432
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	3	0.3%	0.4%	0.5%
Pre-Kindergarten	126	11.7%	4.1%	4.4%	126	11.7%	4.0%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	126	11.7%	4.1%	3.7%	126	11.7%	4.0%	3.7%
Kindergarten	185	17.2%	6.4%	6.7%	185	17.2%	6.4%	6.7%
Grade 1	183	17.0%	7.3%	7.2%	183	17.0%	7.3%	7.2%
Grade 2	196	18.2%	6.9%	7.2%	196	18.2%	6.9%	7.2%
Grade 3	189	17.6%	6.9%	7.2%	189	17.5%	6.9%	7.1%
Grade 4	195	18.2%	6.7%	7.2%	195	18.1%	6.6%	7.1%
Grade 5	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 8	0	0.0%	8.3%	7.7%	0	0.0%	8.3%	7.7%
Grade 9	0	0.0%	9.5%	8.7%	0	0.0%	9.5%	8.7%
Grade 10	0	0.0%	8.6%	7.9%	0	0.0%	8.6%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	6.1%	6.6%	0	0.0%	6.3%	6.6%
<b>Ethnic Distribution:</b>								
African American	9	0.8%	2.8%	12.8%	9	0.8%	2.8%	12.8%
Hispanic	1,010	94.0%	74.2%	53.0%	1,013	94.1%	74.1%	52.9%
White	47	4.4%	19.7%	25.6%	47	4.4%	19.8%	25.7%
American Indian	3	0.3%	0.2%	0.3%	3	0.3%	0.2%	0.3%
Asian	0	0.0%	0.4%	5.1%	0	0.0%	0.4%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	5	0.5%	2.7%	3.0%	5	0.5%	2.7%	3.0%
<b>Sex:</b>								
Female	529	49.3%	48.4%	48.8%	530	49.2%	48.3%	48.8%
Male	545	50.7%	51.6%	51.2%	547	50.8%	51.7%	51.2%
Economically Disadvantaged	988	92.0%	76.7%	62.1%	991	92.0%	76.6%	62.0%
Non-Educationally Disadvantaged	86	8.0%	23.3%	37.9%	86	8.0%	23.4%	38.0%
Section 504 Students	69	6.4%	10.3%	7.4%	69	6.4%	10.3%	7.4%
EB Students/EL	757	70.5%	41.1%	23.1%	758	70.4%	41.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	3.7%	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	72	6.7%	9.0%	5.5%	72	6.7%	9.0%	5.5%
Foster Care	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Homeless	30	2.8%	3.9%	1.3%	30	2.8%	3.9%	1.3%
Immigrant	42	3.9%	2.1%	2.2%	42	3.9%	2.1%	2.2%
Migrant	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Title I	1,074	100.0%	68.0%	64.6%	1,077	100.0%	68.0%	64.6%
Military Connected	1	0.1%	0.6%	3.6%	1	0.1%	0.6%	3.6%
At-Risk	934	87.0%	70.8%	53.3%	935	86.8%	70.7%	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	773	72.0%	40.4%	23.2%	773	71.8%	40.3%	23.2%
Career and Technical Education	0	0.0%	23.1%	26.5%	0	0.0%	23.0%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	61.9%	72.3%	0	-	61.5%	72.2%
Gifted and Talented Education	40	3.7%	7.2%	8.2%	40	3.7%	7.2%	8.2%
Special Education	95	8.8%	12.8%	12.6%	98	9.1%	13.1%	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	95							
By Type of Primary Disability								
Students with Intellectual Disabilities	38	40.0%	54.3%	44.1%				
Students with Physical Disabilities	37	38.9%	20.3%	20.0%				
Students with Autism	13	13.7%	9.8%	15.5%				
Students with Behavioral Disabilities	**	**	15.1%	18.8%				
Students with Non-Categorical Early Childhood	*	*	0.6%	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	137	17.5%	14.9%	16.8%				
By Ethnicity:								
African American	2	0.3%	0.7%	3.3%				
Hispanic	122	15.6%	10.6%	8.7%				
White	10	1.3%	2.9%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.4%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	15	16.3%	16.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	78	14.7%	14.9%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	102	15.4%	15.0%	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	110	14.0%	16.3%	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	0.0%	0.0%	1.5%	0.0%	1.9%	4.5%
Grade 1	0.0%	0.1%	2.5%	0.0%	0.0%	3.6%
Grade 2	0.0%	0.3%	1.6%	3.8%	1.4%	2.0%
Grade 3	0.0%	0.1%	0.8%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	-	0.3%	0.3%	-	0.8%	0.4%
Grade 7	-	0.2%	0.4%	-	0.0%	0.5%
Grade 8	-	0.2%	0.4%	-	0.0%	0.5%
Grade 9	-	13.6%	8.7%	-	23.5%	12.6%

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	26.0	18.5	18.7
Grade 1	18.3	20.2	19.1
Grade 2	19.8	18.7	19.1
Grade 3	17.0	18.7	19.3
Grade 4	22.7	20.3	19.4
Grade 5	-	22.5	20.8
Grade 6	-	24.3	19.2
<b>Secondary:</b>			
English/Language Arts	-	15.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	17.7	17.5
Science	-	20.4	18.5
Social Studies	-	20.1	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	103.3	100.0%	100.0%	100.0%
Professional Staff:	71.4	69.1%	71.8%	64.1%
Teachers	59.7	57.8%	55.0%	48.7%
Professional Support	7.7	7.5%	11.3%	10.9%
Campus Administration (School Leadership)	4.0	3.9%	4.3%	3.3%
Educational Aides:	31.9	30.9%	19.1%	11.3%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	10.0	4,258.0
Part-time Librarians	0.0	n/a	1.0	646.0
Full-time Counselors	1.0	n/a	26.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	51.3	49.6%	35.6%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	4.8	8.0%	6.3%	11.8%
Hispanic	18.8	31.5%	22.4%	29.6%
White	36.1	60.5%	68.4%	54.9%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.8%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	2.0%	1.2%
<b>Teachers by Sex:</b>				
Males	4.0	6.7%	24.5%	24.4%
Females	55.7	93.3%	75.5%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	5.8	9.7%	5.8%	2.0%
Bachelors	42.8	71.8%	72.7%	72.2%
Masters	11.1	18.6%	20.2%	25.0%
Doctorate	0.0	0.0%	1.2%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	10.0	16.7%	14.1%	9.7%
1-5 Years Experience	11.8	19.8%	30.8%	26.3%
6-10 Years Experience	15.7	26.3%	16.5%	20.5%
11-20 Years Experience	11.2	18.7%	20.9%	27.2%
21-30 Years Experience	9.0	15.1%	14.4%	13.3%
Over 30 Years Experience	2.0	3.4%	3.3%	2.9%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	18.0	n/a	15.9	14.8

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	3.0	5.1	6.1
Average Years Experience of Principals with District	3.0	5.1	5.3
Average Years Experience of Assistant Principals	1.5	5.2	5.2
Average Years Experience of Assistant Principals with District	1.5	4.3	4.4
Average Years Experience of Teachers:	10.5	10.5	11.0
Average Years Experience of Teachers with District:	5.5	5.7	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$53,000	\$51,088	\$53,300
1-5 Years Experience	\$54,371	\$53,713	\$56,516
6-10 Years Experience	\$54,103	\$55,003	\$59,732
11-20 Years Experience	\$55,682	\$57,689	\$63,389
21-30 Years Experience	\$62,744	\$63,723	\$67,876
Over 30 Years Experience	\$70,294	\$71,963	\$72,560
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$56,117	\$56,432	\$60,717
Professional Support	\$65,552	\$68,746	\$72,022
Campus Administration (School Leadership)	\$71,766	\$82,355	\$85,167
Instructional Staff Percent:	n/a	77.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	34.1	57.1%	8.3%	5.9%
Career and Technical Education	0.0	0.0%	4.5%	5.4%
Compensatory Education	4.2	7.1%	9.4%	3.2%
Gifted and Talented Education	1.0	1.7%	0.8%	1.7%
Regular Education	17.0	28.5%	57.5%	70.6%
Special Education	3.4	5.7%	12.4%	9.7%
Other	0.0	0.0%	7.0%	3.5%



Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
CEDAR CREEK EL (011901103) - BASTROP ISD - BASTROP COUNTY

- Indicates there is no data for the item.
- \* Indicates results are masked due to small numbers.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

## **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: BASTROP ISD**

**Campus Name: BASTROP INT**

**Campus Number: 011901104**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 5 Reading</b>																	
At Approaches Grade Level or Above	2023	81%	61%	<b>69%</b>	46%	68%	75%	-	100%	*	65%	14%	76%	65%	76%	64%	66%
	2022	81%	64%	<b>67%</b>	67%	60%	80%	*	*	-	73%	24%	62%	68%	61%	59%	53%
At Meets Grade Level or Above	2023	57%	32%	<b>40%</b>	15%	36%	49%	-	67%	*	50%	8%	24%	34%	52%	36%	34%
	2022	58%	37%	<b>40%</b>	24%	33%	59%	*	*	-	36%	9%	43%	41%	37%	33%	27%
At Masters Grade Level	2023	28%	10%	<b>13%</b>	8%	10%	18%	-	0%	*	25%	3%	12%	13%	14%	11%	9%
	2022	36%	20%	<b>23%</b>	5%	18%	39%	*	*	-	9%	0%	19%	23%	23%	18%	17%
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2023	80%	62%	<b>70%</b>	23%	63%	85%	-	100%	*	75%	47%	71%	68%	72%	62%	62%
	2022	77%	57%	<b>64%</b>	62%	57%	79%	*	*	-	82%	20%	62%	68%	51%	58%	59%
At Meets Grade Level or Above	2023	51%	30%	<b>36%</b>	8%	32%	49%	-	67%	*	30%	12%	47%	36%	37%	29%	26%
	2022	48%	26%	<b>33%</b>	24%	27%	47%	*	*	-	27%	9%	19%	34%	29%	26%	29%
At Masters Grade Level	2023	21%	10%	<b>15%</b>	8%	10%	26%	-	50%	*	15%	5%	24%	15%	16%	11%	10%
	2022	25%	10%	<b>16%</b>	0%	14%	22%	*	*	-	18%	2%	10%	17%	12%	12%	16%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2023	65%	55%	<b>61%</b>	23%	57%	73%	-	100%	*	58%	28%	76%	55%	72%	54%	54%
	2022	66%	53%	<b>59%</b>	38%	53%	75%	*	*	-	64%	22%	48%	62%	47%	51%	48%
At Meets Grade Level or Above	2023	36%	25%	<b>31%</b>	8%	24%	48%	-	67%	*	37%	18%	47%	26%	41%	25%	18%
	2022	38%	26%	<b>30%</b>	5%	23%	50%	*	*	-	18%	9%	19%	31%	23%	22%	22%
At Masters Grade Level	2023	16%	11%	<b>14%</b>	0%	10%	22%	-	33%	*	16%	2%	18%	12%	17%	11%	6%
	2022	18%	9%	<b>12%</b>	0%	7%	27%	*	*	-	18%	2%	5%	11%	16%	7%	7%
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2023	77%	56%	<b>61%</b>	67%	54%	75%	*	*	-	77%	21%	59%	61%	62%	55%	47%
	2022	70%	54%	<b>59%</b>	53%	49%	77%	-	*	-	69%	29%	50%	58%	62%	51%	46%
At Meets Grade Level or Above	2023	52%	29%	<b>35%</b>	24%	29%	49%	*	*	-	46%	7%	23%	34%	37%	28%	25%
	2022	43%	27%	<b>32%</b>	33%	25%	46%	-	*	-	38%	22%	36%	32%	33%	24%	22%
At Masters Grade Level	2023	22%	10%	<b>13%</b>	5%	9%	26%	*	*	-	8%	1%	14%	14%	12%	8%	7%
	2022	23%	12%	<b>16%</b>	13%	12%	24%	-	*	-	23%	5%	21%	15%	18%	9%	7%
<b>Grade 6 Mathematics</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	75%	56%	<b>60%</b>	43%	55%	76%	*	*	-	69%	25%	73%	60%	62%	54%	56%
	2022	73%	61%	<b>69%</b>	53%	65%	78%	-	*	-	69%	37%	64%	70%	67%	62%	68%
At Meets Grade Level or Above	2023	40%	23%	<b>32%</b>	14%	26%	48%	*	*	-	38%	6%	23%	32%	31%	24%	29%
	2022	39%	25%	<b>34%</b>	27%	29%	44%	-	*	-	46%	20%	14%	36%	32%	26%	25%
At Masters Grade Level	2023	16%	7%	<b>14%</b>	0%	11%	22%	*	*	-	15%	1%	5%	14%	12%	10%	15%
	2022	16%	9%	<b>14%</b>	7%	9%	25%	-	*	-	8%	2%	14%	14%	14%	7%	7%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2023	76%	63%	<b>64%</b>	43%	59%	77%	*	100%	*	68%	26%	71%	62%	70%	58%	57%
	2022	74%	60%	<b>64%</b>	55%	57%	78%	100%	100%	-	71%	26%	57%	65%	59%	56%	55%
At Meets Grade Level or Above	2023	49%	34%	<b>35%</b>	15%	29%	48%	*	70%	*	40%	10%	32%	32%	40%	28%	26%
	2022	48%	33%	<b>34%</b>	22%	27%	49%	83%	78%	-	34%	13%	26%	35%	31%	26%	25%
At Masters Grade Level	2023	20%	10%	<b>14%</b>	4%	10%	23%	*	35%	*	16%	3%	14%	14%	15%	10%	9%
	2022	23%	13%	<b>16%</b>	4%	12%	27%	17%	56%	-	15%	2%	13%	16%	16%	11%	10%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	62%	<b>65%</b>	59%	61%	75%	*	100%	*	70%	17%	67%	63%	70%	59%	56%
	2022	75%	60%	<b>63%</b>	61%	55%	79%	*	*	-	71%	26%	57%	63%	62%	55%	49%
At Meets Grade Level or Above	2023	53%	35%	<b>37%</b>	21%	32%	49%	*	71%	*	48%	8%	23%	34%	45%	32%	29%
	2022	53%	37%	<b>36%</b>	28%	29%	52%	*	*	-	38%	15%	40%	37%	34%	28%	24%
At Masters Grade Level	2023	20%	9%	<b>13%</b>	6%	10%	22%	*	14%	*	18%	2%	13%	13%	13%	9%	8%
	2022	25%	14%	<b>20%</b>	8%	15%	31%	*	*	-	17%	2%	20%	20%	19%	14%	12%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	61%	<b>65%</b>	35%	59%	81%	*	100%	*	73%	35%	72%	63%	68%	58%	59%
	2022	72%	59%	<b>67%</b>	58%	61%	79%	*	*	-	75%	27%	63%	69%	61%	60%	64%
At Meets Grade Level or Above	2023	45%	30%	<b>34%</b>	12%	29%	48%	*	71%	*	33%	9%	33%	34%	34%	27%	27%
	2022	42%	29%	<b>34%</b>	25%	28%	45%	*	*	-	38%	14%	17%	35%	31%	26%	27%
At Masters Grade Level	2023	19%	10%	<b>15%</b>	3%	11%	24%	*	57%	*	15%	3%	13%	15%	14%	10%	13%
	2022	20%	10%	<b>15%</b>	3%	11%	23%	*	*	-	13%	2%	11%	15%	13%	10%	11%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2023	77%	67%	<b>61%</b>	23%	57%	73%	-	100%	*	58%	28%	76%	55%	72%	54%	54%
	2022	76%	63%	<b>59%</b>	38%	53%	75%	*	*	-	64%	22%	48%	62%	47%	51%	48%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	47%	34%	<b>31%</b>	8%	24%	48%	-	67%	*	37%	18%	47%	26%	41%	25%	18%
	2022	47%	32%	<b>30%</b>	5%	23%	50%	*	*	-	18%	9%	19%	31%	23%	22%	22%
At Masters Grade Level	2023	18%	10%	<b>14%</b>	0%	10%	22%	-	33%	*	16%	2%	18%	12%	17%	11%	6%
	2022	21%	11%	<b>12%</b>	0%	7%	27%	*	*	-	18%	2%	5%	11%	16%	7%	7%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>5th Graders</b>																	
Reading and Mathematics	2023	43%	22%	<b>28%</b>	8%	25%	37%	-	67%	*	30%	9%	18%	26%	32%	23%	22%
	2022	41%	20%	<b>27%</b>	10%	21%	44%	*	*	-	9%	7%	19%	28%	24%	20%	19%
Reading and Mathematics Including EOC	2023	43%	22%	<b>28%</b>	8%	25%	37%	-	67%	*	30%	9%	18%	26%	32%	23%	22%
	2022	41%	20%	<b>27%</b>	10%	21%	44%	*	*	-	9%	7%	19%	28%	24%	20%	19%
Reading Including EOC	2023	57%	32%	<b>40%</b>	15%	36%	49%	-	67%	*	50%	8%	24%	34%	52%	36%	34%
	2022	58%	37%	<b>40%</b>	24%	33%	59%	*	*	-	36%	9%	43%	41%	37%	33%	27%
Math Including EOC	2023	51%	30%	<b>36%</b>	8%	32%	49%	-	67%	*	30%	12%	47%	36%	37%	29%	26%
	2022	48%	26%	<b>33%</b>	24%	27%	47%	*	*	-	27%	9%	19%	34%	29%	26%	29%
<b>6th Graders</b>																	
Reading and Mathematics	2023	35%	18%	<b>27%</b>	14%	21%	41%	*	*	-	31%	6%	18%	26%	28%	21%	21%
	2022	31%	18%	<b>23%</b>	27%	17%	33%	-	*	-	23%	15%	14%	23%	23%	15%	14%
Reading and Mathematics Including EOC	2023	35%	18%	<b>27%</b>	14%	21%	41%	*	*	-	31%	6%	18%	26%	28%	21%	21%
	2022	31%	18%	<b>23%</b>	27%	17%	33%	-	*	-	23%	15%	14%	23%	23%	15%	14%
Reading Including EOC	2023	52%	29%	<b>35%</b>	24%	29%	49%	*	*	-	46%	7%	23%	34%	37%	28%	25%
	2022	43%	27%	<b>32%</b>	33%	25%	46%	-	*	-	38%	22%	36%	32%	33%	24%	22%
Math Including EOC	2023	40%	23%	<b>32%</b>	14%	26%	48%	*	*	-	38%	6%	23%	32%	31%	24%	29%
	2022	40%	25%	<b>34%</b>	27%	29%	44%	-	*	-	46%	20%	14%	36%	32%	26%	25%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2023	37%	21%	<b>28%</b>	12%	23%	39%	*	71%	*	30%	7%	18%	26%	30%	22%	22%
	2022	34%	20%	<b>25%</b>	17%	19%	38%	*	*	-	17%	10%	17%	26%	23%	18%	17%
Reading and Mathematics Including EOC	2023	39%	23%	<b>28%</b>	12%	23%	39%	*	71%	*	30%	7%	18%	26%	30%	22%	22%
	2022	36%	21%	<b>25%</b>	17%	19%	38%	*	*	-	17%	10%	17%	26%	23%	18%	17%
Reading Including EOC	2023	53%	34%	<b>37%</b>	21%	32%	49%	*	71%	*	48%	8%	23%	34%	45%	32%	29%
	2022	53%	38%	<b>36%</b>	28%	29%	52%	*	*	-	38%	15%	40%	37%	35%	28%	24%
Math Including EOC	2023	47%	30%	<b>34%</b>	12%	29%	48%	*	71%	*	33%	9%	33%	34%	34%	27%	27%
	2022	43%	28%	<b>34%</b>	25%	28%	45%	*	*	-	38%	14%	17%	35%	31%	26%	27%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
**BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY**

- \* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Progress (TAPR)**  
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
Grade 5 ELA/Reading	2023	65%	43%	<b>45%</b>	42%	43%	45%	-	90%	*	63%	28%	25%	40%	55%	45%	53%
Grade 5 Mathematics	2023	71%	64%	<b>68%</b>	58%	63%	77%	-	90%	*	75%	67%	72%	67%	71%	65%	69%
Grade 6 ELA/Reading	2023	51%	37%	<b>42%</b>	50%	36%	50%	*	*	-	58%	25%	50%	41%	43%	38%	32%
Grade 6 Mathematics	2023	54%	51%	<b>57%</b>	38%	53%	70%	*	*	-	63%	50%	57%	54%	67%	54%	56%
All Grades Both Subjects	2023	64%	55%	<b>53%</b>	46%	49%	61%	*	92%	*	66%	42%	51%	50%	60%	50%	52%
All Grades ELA/Reading	2023	63%	51%	<b>43%</b>	47%	39%	48%	*	92%	*	61%	26%	39%	40%	50%	41%	42%
All Grades Mathematics	2023	66%	60%	<b>62%</b>	46%	58%	74%	*	92%	*	70%	58%	63%	59%	70%	59%	62%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
Grade 5 ELA/Reading	2023	37%	21%	<b>22%</b>	38%	20%	15%	-	*	-	29%	6%	-	15%	35%	20%	30%
Grade 5 Mathematics	2023	48%	34%	<b>37%</b>	9%	30%	61%	-	*	*	50%	37%	*	35%	42%	31%	30%
Grade 6 ELA/Reading	2023	26%	15%	<b>20%</b>	33%	16%	25%	-	-	-	*	13%	22%	18%	27%	19%	18%
Grade 6 Mathematics	2023	35%	27%	<b>30%</b>	10%	30%	36%	-	-	-	*	18%	44%	26%	39%	29%	31%
All Grades Both Subjects	2023	38%	29%	<b>28%</b>	20%	24%	38%	-	*	*	46%	18%	27%	24%	37%	25%	27%
All Grades ELA/Reading	2023	35%	26%	<b>21%</b>	36%	17%	20%	-	*	-	45%	9%	22%	17%	31%	20%	23%
All Grades Mathematics	2023	40%	32%	<b>34%</b>	10%	30%	51%	-	*	*	46%	27%	31%	30%	40%	30%	30%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.



Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2023	76%	63%	<b>64%</b>	54%	54%	-	-	-	54%	59%	60%	*	*	50%	67%	55%	93%
	2022	74%	60%	<b>64%</b>	53%	91%	-	-	*	52%	59%	*	58%	50%	52%	68%	53%	97%
At Meets Grade Level or Above	2023	49%	34%	<b>35%</b>	23%	23%	-	-	-	23%	32%	31%	*	*	22%	38%	24%	71%
	2022	48%	33%	<b>34%</b>	21%	73%	-	-	*	20%	33%	*	34%	17%	31%	38%	22%	73%
At Masters Grade Level	2023	20%	10%	<b>14%</b>	8%	8%	-	-	-	8%	15%	17%	*	*	11%	16%	9%	21%
	2022	23%	13%	<b>16%</b>	7%	27%	-	-	*	7%	18%	*	20%	0%	17%	19%	9%	30%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2023	77%	62%	<b>65%</b>	53%	53%	-	-	-	53%	63%	65%	*	*	50%	69%	54%	91%
	2022	75%	60%	<b>63%</b>	45%	*	-	-	*	44%	53%	*	52%	*	58%	70%	47%	92%
At Meets Grade Level or Above	2023	53%	35%	<b>37%</b>	26%	26%	-	-	-	26%	33%	30%	*	*	25%	41%	27%	82%
	2022	53%	37%	<b>36%</b>	20%	*	-	-	*	19%	29%	*	29%	*	33%	42%	21%	77%
At Masters Grade Level	2023	20%	9%	<b>13%</b>	7%	7%	-	-	-	7%	11%	13%	*	*	13%	16%	7%	18%
	2022	25%	14%	<b>20%</b>	8%	*	-	-	*	7%	15%	*	16%	*	17%	24%	9%	54%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2023	75%	61%	<b>65%</b>	56%	56%	-	-	-	56%	59%	61%	*	*	63%	67%	57%	91%
	2022	72%	59%	<b>67%</b>	62%	*	-	-	*	62%	65%	*	65%	*	58%	68%	62%	100%
At Meets Grade Level or Above	2023	45%	30%	<b>34%</b>	23%	23%	-	-	-	23%	30%	30%	*	*	25%	37%	25%	82%
	2022	42%	29%	<b>34%</b>	24%	*	-	-	*	23%	29%	*	32%	*	33%	37%	24%	69%
At Masters Grade Level	2023	19%	10%	<b>15%</b>	9%	9%	-	-	-	9%	22%	26%	*	*	13%	15%	11%	36%
	2022	20%	10%	<b>15%</b>	9%	*	-	-	*	8%	18%	*	19%	*	17%	17%	10%	15%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2023	77%	67%	<b>61%</b>	52%	52%	-	-	-	52%	50%	50%	-	-	*	64%	51%	100%
	2022	76%	63%	<b>59%</b>	46%	*	-	-	-	46%	57%	-	58%	*	20%	63%	46%	*
At Meets Grade Level or Above	2023	47%	34%	<b>31%</b>	15%	15%	-	-	-	16%	33%	33%	-	-	*	37%	17%	33%
	2022	47%	32%	<b>30%</b>	15%	*	-	-	-	15%	50%	-	50%	*	20%	33%	20%	*
At Masters Grade Level	2023	18%	10%	<b>14%</b>	6%	6%	-	-	-	6%	8%	8%	-	-	*	17%	6%	0%
	2022	21%	11%	<b>12%</b>	4%	*	-	-	-	4%	29%	-	33%	*	20%	14%	8%	*
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2023	64%	55%	<b>53%</b>	50%	50%	-	-	-	50%	63%	61%	*	*	47%	53%	51%	59%
All Grades ELA/Reading	2023	63%	51%	<b>43%</b>	39%	39%	-	-	-	39%	60%	59%	*	*	44%	44%	42%	45%
All Grades Mathematics	2023	66%	60%	<b>62%</b>	62%	62%	-	-	-	61%	65%	64%	*	*	50%	63%	61%	73%
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2023	38%	29%	<b>28%</b>	27%	27%	-	-	-	27%	17%	21%	*	*	40%	29%	27%	-

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	26%	<b>21%</b>	23%	23%	-	-	-	24%	18%	22%	*	*	20%	19%	23%	-
All Grades Mathematics	2023	40%	32%	<b>34%</b>	30%	30%	-	-	-	31%	17%	20%	*	*	60%	35%	30%	-

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	<b>100%</b>	100%	100%	100%	*	100%	*	99%	99%	100%	99%	100%	99%	99%
Included in Accountability	93%	91%	<b>91%</b>	90%	90%	93%	*	87%	*	93%	90%	95%	95%	85%	90%	88%
Not Included in Accountability: Mobile	4%	5%	<b>8%</b>	10%	8%	7%	*	13%	*	5%	8%	5%	4%	15%	8%	9%
Not Included in Accountability: Other Exclusions	2%	3%	<b>1%</b>	0%	1%	0%	*	0%	*	0%	1%	0%	1%	1%	1%	2%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	*	0%	*	1%	1%	0%	1%	0%	1%	1%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	*	0%	*	1%	1%	0%	1%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>100%</b>	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	90%	<b>92%</b>	92%	91%	93%	*	88%	*	94%	91%	95%	95%	84%	90%	89%
Not Included in Accountability: Mobile	4%	5%	<b>8%</b>	8%	8%	7%	*	13%	*	6%	8%	5%	4%	15%	8%	9%
Not Included in Accountability: Other Exclusions	3%	5%	<b>1%</b>	0%	1%	0%	*	0%	*	0%	1%	0%	1%	1%	1%	3%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>99%</b>	100%	99%	100%	*	100%	*	100%	99%	100%	99%	100%	99%	99%
Included in Accountability	94%	92%	<b>91%</b>	92%	90%	94%	*	88%	*	94%	91%	95%	95%	85%	90%	88%
Not Included in Accountability: Mobile	5%	5%	<b>7%</b>	8%	8%	6%	*	13%	*	6%	7%	5%	4%	14%	8%	9%
Not Included in Accountability: Other Exclusions	1%	2%	<b>1%</b>	0%	1%	0%	*	0%	*	0%	1%	0%	1%	1%	1%	2%
Not Tested	1%	2%	<b>1%</b>	0%	1%	0%	*	0%	*	0%	1%	0%	1%	0%	1%	1%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	1%	0%	1%	0%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	98%	<b>99%</b>	100%	99%	100%	-	100%	*	95%	97%	100%	98%	100%	99%	98%
Included in Accountability	93%	93%	<b>90%</b>	81%	90%	92%	-	86%	*	90%	85%	94%	94%	85%	90%	89%
Not Included in Accountability: Mobile	4%	4%	<b>8%</b>	19%	8%	8%	-	14%	*	5%	10%	6%	4%	15%	9%	9%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	-	0%	*	0%	1%	0%	0%	0%	0%	1%
Not Tested	1%	2%	<b>1%</b>	0%	1%	0%	-	0%	*	5%	3%	0%	2%	0%	1%	2%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	
Absent	1%	2%	1%	0%	1%	0%	-	0%	*	5%	3%	0%	2%	0%	1%	2%	
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	
2022 STAAR Participation (All Grades)																	
All Tests																	
Assessment Participant	99%	98%	100%	100%	100%	100%	100%	100%	-	100%	98%	100%	100%	100%	100%	99%	
Included in Accountability	93%	92%	93%	96%	93%	94%	100%	100%	-	94%	88%	100%	98%	82%	94%	92%	
Not Included in Accountability: Mobile	5%	5%	6%	4%	7%	6%	0%	0%	-	6%	9%	0%	2%	18%	5%	6%	
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	1%	0%	0%	0%	0%	0%	
Not Tested	1%	2%	0%	0%	0%	0%	0%	0%	-	0%	2%	0%	0%	0%	0%	1%	
Absent	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	2%	0%	0%	0%	0%	1%	
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	
Reading																	
Assessment Participant	99%	98%	100%	100%	100%	100%	*	*	-	100%	99%	100%	100%	100%	100%	100%	
Included in Accountability	92%	91%	93%	95%	92%	93%	*	*	-	92%	87%	100%	97%	82%	94%	92%	
Not Included in Accountability: Mobile	5%	5%	7%	5%	7%	7%	*	*	-	8%	9%	0%	2%	17%	5%	6%	
Not Included in Accountability: Other Exclusions	2%	2%	1%	0%	1%	0%	*	*	-	0%	3%	0%	1%	0%	1%	1%	
Not Tested	1%	2%	0%	0%	0%	0%	*	*	-	0%	1%	0%	0%	0%	0%	0%	
Absent	1%	2%	0%	0%	0%	0%	*	*	-	0%	1%	0%	0%	0%	0%	0%	
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	
Mathematics																	
Assessment Participant	99%	99%	100%	100%	100%	100%	*	*	-	100%	98%	100%	100%	100%	100%	99%	
Included in Accountability	93%	93%	93%	95%	93%	93%	*	*	-	92%	88%	100%	98%	82%	94%	93%	
Not Included in Accountability: Mobile	5%	6%	7%	5%	7%	7%	*	*	-	8%	9%	0%	2%	17%	5%	6%	
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	1%	0%	0%	0%	0%	0%	
Not Tested	1%	1%	0%	0%	0%	0%	*	*	-	0%	2%	0%	0%	0%	0%	1%	
Absent	1%	1%	0%	0%	0%	0%	*	*	-	0%	2%	0%	0%	0%	0%	1%	
Other	0%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	
Science																	
Assessment Participant	98%	98%	99%	100%	99%	100%	*	*	-	100%	97%	100%	99%	100%	99%	98%	
Included in Accountability	93%	93%	94%	100%	92%	94%	*	*	-	100%	89%	100%	98%	81%	93%	91%	
Not Included in Accountability: Mobile	4%	5%	6%	0%	7%	6%	*	*	-	0%	8%	0%	2%	19%	6%	8%	

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	1%	0%	1%	0%	*	*	-	0%	3%	0%	1%	0%	1%	2%
Absent	1%	2%	1%	0%	1%	0%	*	*	-	0%	3%	0%	1%	0%	1%	2%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	90.6%	<b>92.9%</b>	92.1%	92.7%	93.7%	*	*	-	91.7%	90.7%	92.4%	93.8%
2020-21	95.0%	92.0%	<b>94.0%</b>	94.1%	93.6%	95.0%	-	96.0%	-	92.9%	93.2%	93.3%	93.2%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	34.8%	<b>25.9%</b>	31.9%	28.5%	20.0%	*	*	-	20.7%	43.2%	29.1%	23.0%
2020-21	15.0%	27.7%	<b>20.5%</b>	20.0%	23.2%	13.9%	-	16.7%	-	34.4%	29.6%	24.6%	25.6%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2021</b>													
Graduated	90.0%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	92.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.3%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	72.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	68.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	88.0%	73.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	71.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	3.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	69.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	68.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	70.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	71.3%	-	-	-	-	-	-	-	-	-	-	-



Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	-	-	858	368,686
<b>By Ethnicity:</b>				
African American	-	-	32	45,227
Hispanic	-	-	588	191,125
White	-	-	204	103,171
American Indian	-	-	1	1,159
Asian	-	-	4	18,794
Pacific Islander	-	-	2	569
Two or More Races	-	-	27	8,641
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	251	51,023
Foundation H.S. Program (Endorsement)	-	-	9	14,179
Foundation H.S. Program (DLA)	-	-	598	302,917
Special Education Graduates	-	-	84	32,447
Economically Disadvantaged Graduates	-	-	475	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	142	40,398
At-Risk Graduates	-	-	454	159,689

**There is no data for this campus.**

**There is no data for this campus.**

**There is no data for this campus.**

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	780	100.0%	12,449	5,504,150	781	100.0%	12,506	5,518,432
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	4.1%	4.4%	0	0.0%	4.0%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.1%	3.7%	0	0.0%	4.0%	3.7%
Kindergarten	0	0.0%	6.4%	6.7%	0	0.0%	6.4%	6.7%
Grade 1	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 2	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 3	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.1%
Grade 4	0	0.0%	6.7%	7.2%	0	0.0%	6.6%	7.1%
Grade 5	374	47.9%	6.4%	7.2%	375	48.0%	6.4%	7.2%
Grade 6	406	52.1%	7.4%	7.3%	406	52.0%	7.3%	7.2%
Grade 7	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 8	0	0.0%	8.3%	7.7%	0	0.0%	8.3%	7.7%
Grade 9	0	0.0%	9.5%	8.7%	0	0.0%	9.5%	8.7%
Grade 10	0	0.0%	8.6%	7.9%	0	0.0%	8.6%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	6.1%	6.6%	0	0.0%	6.3%	6.6%
<b>Ethnic Distribution:</b>								
African American	37	4.7%	2.8%	12.8%	37	4.7%	2.8%	12.8%
Hispanic	491	62.9%	74.2%	53.0%	491	62.9%	74.1%	52.9%
White	207	26.5%	19.7%	25.6%	208	26.6%	19.8%	25.7%
American Indian	2	0.3%	0.2%	0.3%	2	0.3%	0.2%	0.3%
Asian	8	1.0%	0.4%	5.1%	8	1.0%	0.4%	5.1%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	34	4.4%	2.7%	3.0%	34	4.4%	2.7%	3.0%
<b>Sex:</b>								
Female	372	47.7%	48.4%	48.8%	372	47.6%	48.3%	48.8%
Male	408	52.3%	51.6%	51.2%	409	52.4%	51.7%	51.2%
Economically Disadvantaged	535	68.6%	76.7%	62.1%	535	68.5%	76.6%	62.0%
Non-Educationally Disadvantaged	245	31.4%	23.3%	37.9%	246	31.5%	23.4%	38.0%
Section 504 Students	104	13.3%	10.3%	7.4%	104	13.3%	10.3%	7.4%
EB Students/EL	233	29.9%	41.1%	23.1%	233	29.8%	41.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	9	1.1%	3.7%	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	114	14.6%	9.0%	5.5%	114	14.6%	9.0%	5.5%
Foster Care	1	0.1%	0.3%	0.2%	1	0.1%	0.3%	0.2%
Homeless	30	3.8%	3.9%	1.3%	30	3.8%	3.9%	1.3%
Immigrant	11	1.4%	2.1%	2.2%	11	1.4%	2.1%	2.2%
Migrant	6	0.8%	0.3%	0.3%	6	0.8%	0.3%	0.3%
Title I	780	100.0%	68.0%	64.6%	781	100.0%	68.0%	64.6%
Military Connected	8	1.0%	0.6%	3.6%	8	1.0%	0.6%	3.6%
At-Risk	499	64.0%	70.8%	53.3%	500	64.0%	70.7%	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	222	28.5%	40.4%	23.2%	222	28.4%	40.3%	23.2%
Career and Technical Education	0	0.0%	23.1%	26.5%	0	0.0%	23.0%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	61.9%	72.3%	0	-	61.5%	72.2%
Gifted and Talented Education	87	11.2%	7.2%	8.2%	87	11.1%	7.2%	8.2%
Special Education	135	17.3%	12.8%	12.6%	136	17.4%	13.1%	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	135							
By Type of Primary Disability								
Students with Intellectual Disabilities	78	57.8%	54.3%	44.1%				
Students with Physical Disabilities	9	6.7%	20.3%	20.0%				
Students with Autism	19	14.1%	9.8%	15.5%				
Students with Behavioral Disabilities	29	21.5%	15.1%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.6%	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	119	13.9%	14.9%	16.8%				
By Ethnicity:								
African American	10	1.2%	0.7%	3.3%				
Hispanic	70	8.2%	10.6%	8.7%				
White	34	4.0%	2.9%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.1%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	0.5%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	23	17.4%	16.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	34	12.9%	14.9%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	72	13.6%	15.0%	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	45	11.6%	16.3%	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	0.0%	1.5%	-	1.9%	4.5%
Grade 1	-	0.1%	2.5%	-	0.0%	3.6%
Grade 2	-	0.3%	1.6%	-	1.4%	2.0%
Grade 3	-	0.1%	0.8%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.3%	0.0%	0.8%	0.4%
Grade 7	-	0.2%	0.4%	-	0.0%	0.5%
Grade 8	-	0.2%	0.4%	-	0.0%	0.5%
Grade 9	-	13.6%	8.7%	-	23.5%	12.6%

Class Size Averages by Grade and Subject  
 (Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	18.5	18.7
Grade 1	-	20.2	19.1
Grade 2	-	18.7	19.1
Grade 3	-	18.7	19.3
Grade 4	-	20.3	19.4
Grade 5	21.6	22.5	20.8
Grade 6	24.6	24.3	19.2
<b>Secondary:</b>			
English/Language Arts	-	15.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	17.7	17.5
Science	-	20.4	18.5
Social Studies	-	20.1	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	73.0	100.0%	100.0%	100.0%
Professional Staff:	57.8	79.1%	71.8%	64.1%
Teachers	43.5	59.6%	55.0%	48.7%
Professional Support	9.2	12.6%	11.3%	10.9%
Campus Administration (School Leadership)	5.0	6.8%	4.3%	3.3%
Educational Aides:	15.3	20.9%	19.1%	11.3%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	10.0	4,258.0
Part-time Librarians	0.0	n/a	1.0	646.0
Full-time Counselors	2.0	n/a	26.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	18.0	24.7%	35.6%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	0.0	0.0%	6.3%	11.8%
Hispanic	6.3	14.4%	22.4%	29.6%
White	35.3	81.0%	68.4%	54.9%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	1.0	2.3%	0.8%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	2.3%	2.0%	1.2%
<b>Teachers by Sex:</b>				
Males	9.0	20.7%	24.5%	24.4%
Females	34.5	79.3%	75.5%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	1.8	4.0%	5.8%	2.0%
Bachelors	34.7	79.6%	72.7%	72.2%
Masters	7.1	16.4%	20.2%	25.0%
Doctorate	0.0	0.0%	1.2%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	6.0	13.8%	14.1%	9.7%
1-5 Years Experience	16.2	37.3%	30.8%	26.3%
6-10 Years Experience	10.3	23.6%	16.5%	20.5%
11-20 Years Experience	6.3	14.4%	20.9%	27.2%
21-30 Years Experience	2.8	6.3%	14.4%	13.3%
Over 30 Years Experience	2.0	4.6%	3.3%	2.9%



Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	17.9	n/a	15.9	14.8

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	3.0	5.1	6.1
Average Years Experience of Principals with District	3.0	5.1	5.3
Average Years Experience of Assistant Principals	3.5	5.2	5.2
Average Years Experience of Assistant Principals with District	3.5	4.3	4.4
Average Years Experience of Teachers:	8.3	10.5	11.0
Average Years Experience of Teachers with District:	4.0	5.7	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$52,669	\$51,088	\$53,300
1-5 Years Experience	\$53,434	\$53,713	\$56,516
6-10 Years Experience	\$54,672	\$55,003	\$59,732
11-20 Years Experience	\$56,400	\$57,689	\$63,389
21-30 Years Experience	\$66,211	\$63,723	\$67,876
Over 30 Years Experience	\$69,644	\$71,963	\$72,560
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$55,601	\$56,432	\$60,717
Professional Support	\$57,078	\$68,746	\$72,022
Campus Administration (School Leadership)	\$72,995	\$82,355	\$85,167
Instructional Staff Percent:	n/a	77.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	8.3%	5.9%
Career and Technical Education	0.0	0.0%	4.5%	5.4%
Compensatory Education	0.6	1.5%	9.4%	3.2%
Gifted and Talented Education	0.5	1.1%	0.8%	1.7%
Regular Education	25.2	57.9%	57.5%	70.6%
Special Education	9.2	21.2%	12.4%	9.7%
Other	8.0	18.3%	7.0%	3.5%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
**BASTROP INT (011901104) - BASTROP ISD - BASTROP COUNTY**

- Indicates there is no data for the item.
- \* Indicates results are masked due to small numbers.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

## **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: BASTROP ISD**

**Campus Name: CEDAR CREEK MIDDLE**

**Campus Number: 011901106**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2023	78%	63%	<b>56%</b>	80%	53%	75%	-	*	-	67%	21%	73%	57%	53%	56%	49%
	2022	80%	64%	<b>60%</b>	*	57%	81%	-	-	-	56%	23%	58%	61%	58%	59%	49%
At Meets Grade Level or Above	2023	55%	35%	<b>27%</b>	0%	24%	52%	-	*	-	33%	3%	36%	27%	26%	27%	20%
	2022	56%	39%	<b>32%</b>	*	29%	60%	-	-	-	33%	9%	33%	35%	28%	31%	22%
At Masters Grade Level	2023	27%	13%	<b>7%</b>	0%	5%	17%	-	*	-	33%	0%	18%	7%	8%	7%	5%
	2022	37%	22%	<b>18%</b>	*	15%	35%	-	-	-	33%	4%	25%	20%	14%	17%	11%
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2023	63%	34%	<b>31%</b>	*	29%	46%	-	*	-	*	6%	43%	26%	39%	30%	25%
	2022	61%	30%	<b>27%</b>	*	25%	50%	-	-	-	25%	15%	44%	29%	26%	27%	22%
At Meets Grade Level or Above	2023	37%	9%	<b>6%</b>	*	6%	12%	-	*	-	*	3%	14%	5%	7%	6%	3%
	2022	31%	8%	<b>6%</b>	*	4%	24%	-	-	-	0%	8%	11%	6%	7%	7%	4%
At Masters Grade Level	2023	11%	1%	<b>0%</b>	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
	2022	13%	1%	<b>1%</b>	*	1%	0%	-	-	-	0%	1%	0%	1%	2%	1%	1%
<b>Grade 8 Reading</b>																	
At Approaches Grade Level or Above	2023	83%	64%	<b>59%</b>	40%	57%	81%	-	-	-	71%	23%	69%	60%	57%	55%	50%
	2022	83%	69%	<b>64%</b>	42%	61%	86%	-	*	*	79%	19%	82%	65%	61%	62%	53%
At Meets Grade Level or Above	2023	58%	35%	<b>30%</b>	0%	26%	60%	-	-	-	57%	8%	23%	31%	28%	25%	18%
	2022	58%	44%	<b>36%</b>	17%	34%	57%	-	*	*	29%	9%	0%	37%	33%	34%	24%
At Masters Grade Level	2023	28%	13%	<b>9%</b>	0%	6%	31%	-	-	-	57%	1%	0%	10%	8%	7%	3%
	2022	37%	23%	<b>17%</b>	8%	15%	35%	-	*	*	29%	2%	0%	18%	16%	13%	7%
<b>Grade 8 Mathematics</b>																	
At Approaches Grade Level or Above	2023	76%	60%	<b>56%</b>	60%	54%	73%	-	*	-	67%	27%	53%	57%	53%	54%	52%
	2022	71%	63%	<b>64%</b>	36%	62%	80%	-	*	*	88%	13%	56%	65%	61%	65%	58%
At Meets Grade Level or Above	2023	46%	34%	<b>25%</b>	20%	20%	65%	-	*	-	33%	11%	33%	28%	20%	23%	17%
	2022	40%	32%	<b>33%</b>	9%	32%	58%	-	*	*	25%	10%	22%	34%	32%	36%	30%
At Masters Grade Level	2023	17%	12%	<b>7%</b>	0%	5%	27%	-	*	-	11%	1%	7%	8%	6%	6%	3%
	2022	14%	7%	<b>6%</b>	0%	5%	16%	-	*	*	13%	0%	0%	5%	7%	6%	4%
<b>Grade 8 Science</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	74%	57%	<b>58%</b>	80%	56%	73%	-	-	-	57%	30%	54%	61%	51%	54%	49%
	2022	74%	59%	<b>56%</b>	33%	52%	84%	-	*	*	71%	15%	36%	59%	49%	51%	45%
At Meets Grade Level or Above	2023	47%	29%	<b>29%</b>	40%	24%	67%	-	-	-	43%	13%	31%	32%	23%	25%	18%
	2022	45%	26%	<b>24%</b>	17%	21%	41%	-	*	*	36%	8%	9%	24%	24%	19%	15%
At Masters Grade Level	2023	17%	8%	<b>9%</b>	0%	7%	31%	-	-	-	14%	2%	23%	10%	8%	7%	3%
	2022	24%	11%	<b>11%</b>	0%	8%	31%	-	*	*	29%	6%	0%	9%	14%	6%	4%
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2023	62%	45%	<b>38%</b>	40%	34%	69%	-	-	-	29%	20%	38%	41%	32%	33%	27%
	2022	61%	39%	<b>28%</b>	17%	25%	45%	-	*	*	57%	10%	18%	29%	26%	25%	18%
At Meets Grade Level or Above	2023	33%	16%	<b>11%</b>	40%	9%	29%	-	-	-	29%	10%	8%	12%	10%	9%	5%
	2022	31%	14%	<b>8%</b>	0%	4%	29%	-	*	*	29%	8%	0%	8%	6%	5%	2%
At Masters Grade Level	2023	16%	6%	<b>4%</b>	0%	3%	13%	-	-	-	14%	4%	0%	4%	5%	2%	1%
	2022	18%	6%	<b>3%</b>	0%	2%	8%	-	*	*	14%	2%	0%	3%	2%	1%	0%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2023	79%	75%	<b>84%</b>	*	81%	96%	-	-	-	*	*	*	84%	78%	82%	76%
	2022	76%	71%	<b>88%</b>	*	87%	88%	-	-	-	100%	*	*	91%	78%	85%	79%
At Meets Grade Level or Above	2023	43%	36%	<b>46%</b>	*	41%	67%	-	-	-	*	*	*	47%	39%	39%	30%
	2022	43%	38%	<b>51%</b>	*	48%	53%	-	-	-	86%	*	*	53%	46%	46%	29%
At Masters Grade Level	2023	23%	14%	<b>20%</b>	*	15%	46%	-	-	-	*	*	*	21%	13%	15%	10%
	2022	27%	19%	<b>29%</b>	*	25%	41%	-	-	-	57%	*	*	29%	30%	19%	21%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2023	76%	63%	<b>52%</b>	57%	50%	73%	-	*	-	58%	22%	56%	54%	49%	49%	44%
	2022	74%	60%	<b>53%</b>	36%	50%	74%	-	*	*	68%	16%	51%	55%	49%	51%	43%
At Meets Grade Level or Above	2023	49%	34%	<b>24%</b>	20%	20%	52%	-	*	-	38%	8%	27%	25%	20%	21%	15%
	2022	48%	33%	<b>26%</b>	13%	23%	47%	-	*	*	32%	9%	13%	27%	23%	24%	17%
At Masters Grade Level	2023	20%	10%	<b>7%</b>	0%	5%	24%	-	*	-	25%	2%	9%	8%	6%	6%	3%
	2022	23%	13%	<b>11%</b>	2%	9%	24%	-	*	*	24%	3%	6%	11%	10%	9%	5%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	62%	<b>58%</b>	60%	55%	78%	-	*	-	69%	22%	71%	59%	55%	55%	50%
	2022	75%	60%	<b>62%</b>	50%	59%	83%	-	*	*	70%	21%	70%	63%	60%	60%	51%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	35%	<b>28%</b>	0%	25%	56%	-	*	-	46%	6%	29%	29%	27%	26%	19%
	2022	53%	37%	<b>34%</b>	19%	31%	58%	-	*	*	30%	9%	17%	36%	30%	32%	23%
At Masters Grade Level	2023	20%	9%	<b>8%</b>	0%	6%	24%	-	*	-	46%	1%	8%	9%	8%	7%	4%
	2022	25%	14%	<b>18%</b>	6%	15%	35%	-	*	*	30%	3%	13%	19%	15%	15%	9%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	61%	<b>52%</b>	50%	49%	71%	-	*	-	62%	19%	52%	53%	50%	50%	45%
	2022	72%	59%	<b>55%</b>	38%	52%	72%	-	*	*	70%	15%	55%	58%	49%	51%	46%
At Meets Grade Level or Above	2023	45%	30%	<b>22%</b>	20%	18%	51%	-	*	-	31%	7%	32%	25%	17%	19%	14%
	2022	42%	29%	<b>27%</b>	13%	24%	45%	-	*	*	35%	9%	18%	28%	24%	25%	20%
At Masters Grade Level	2023	19%	10%	<b>7%</b>	0%	5%	25%	-	*	-	15%	1%	8%	8%	4%	5%	3%
	2022	20%	10%	<b>8%</b>	0%	6%	17%	-	*	*	22%	1%	5%	8%	7%	6%	4%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2023	77%	67%	<b>58%</b>	80%	56%	73%	-	-	-	57%	30%	54%	61%	51%	54%	49%
	2022	76%	63%	<b>56%</b>	33%	52%	84%	-	*	*	71%	15%	36%	59%	49%	51%	45%
At Meets Grade Level or Above	2023	47%	34%	<b>29%</b>	40%	24%	67%	-	-	-	43%	13%	31%	32%	23%	25%	18%
	2022	47%	32%	<b>24%</b>	17%	21%	41%	-	*	*	36%	8%	9%	24%	24%	19%	15%
At Masters Grade Level	2023	18%	10%	<b>9%</b>	0%	7%	31%	-	-	-	14%	2%	23%	10%	8%	7%	3%
	2022	21%	11%	<b>11%</b>	0%	8%	31%	-	*	*	29%	6%	0%	9%	14%	6%	4%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2023	78%	68%	<b>38%</b>	40%	34%	69%	-	-	-	29%	20%	38%	41%	32%	33%	27%
	2022	75%	62%	<b>28%</b>	17%	25%	45%	-	*	*	57%	10%	18%	29%	26%	25%	18%
At Meets Grade Level or Above	2023	52%	38%	<b>11%</b>	40%	9%	29%	-	-	-	29%	10%	8%	12%	10%	9%	5%
	2022	50%	35%	<b>8%</b>	0%	4%	29%	-	*	*	29%	8%	0%	8%	6%	5%	2%
At Masters Grade Level	2023	27%	16%	<b>4%</b>	0%	3%	13%	-	-	-	14%	4%	0%	4%	5%	2%	1%
	2022	30%	17%	<b>3%</b>	0%	2%	8%	-	*	*	14%	2%	0%	3%	2%	1%	0%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>7th Graders</b>																	
Reading and Mathematics	2023	37%	24%	<b>15%</b>	0%	11%	43%	-	*	-	17%	1%	18%	17%	10%	15%	8%
	2022	32%	20%	<b>17%</b>	*	14%	40%	-	-	-	11%	6%	18%	19%	14%	17%	11%
Reading and Mathematics Including EOC	2023	38%	24%	<b>15%</b>	0%	11%	43%	-	*	-	17%	1%	18%	17%	10%	15%	8%
	2022	33%	20%	<b>17%</b>	*	14%	40%	-	-	-	11%	6%	18%	19%	14%	17%	11%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2023	55%	35%	27%	0%	24%	52%	-	*	-	33%	3%	36%	27%	26%	27%	20%
	2022	56%	39%	32%	*	29%	60%	-	-	-	33%	9%	33%	35%	28%	31%	22%
Math Including EOC	2023	43%	28%	17%	0%	14%	49%	-	*	-	17%	3%	18%	20%	13%	18%	10%
	2022	37%	26%	24%	*	22%	44%	-	-	-	11%	9%	18%	27%	20%	24%	19%
<b>8th Graders</b>																	
Reading and Mathematics	2023	31%	12%	12%	*	10%	30%	-	-	-	33%	7%	18%	11%	12%	9%	8%
	2022	27%	13%	13%	0%	13%	19%	-	*	*	0%	6%	0%	11%	15%	13%	12%
Reading and Mathematics Including EOC	2023	44%	24%	20%	0%	17%	48%	-	-	-	43%	7%	23%	22%	16%	15%	10%
	2022	41%	26%	22%	8%	20%	35%	-	*	*	29%	8%	0%	22%	22%	19%	14%
Reading Including EOC	2023	58%	35%	30%	0%	26%	60%	-	-	-	57%	8%	23%	31%	28%	25%	18%
	2022	58%	44%	36%	17%	34%	57%	-	*	*	29%	9%	0%	37%	33%	34%	24%
Math Including EOC	2023	51%	30%	26%	40%	22%	56%	-	-	-	43%	11%	38%	29%	20%	21%	16%
	2022	48%	32%	29%	8%	27%	49%	-	*	*	50%	10%	18%	30%	28%	26%	21%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2023	37%	21%	13%	0%	10%	38%	-	*	-	25%	5%	18%	14%	11%	12%	8%
	2022	34%	20%	15%	7%	13%	35%	-	*	*	6%	6%	11%	16%	14%	16%	12%
Reading and Mathematics Including EOC	2023	39%	23%	17%	0%	14%	45%	-	*	-	31%	5%	21%	20%	13%	15%	9%
	2022	36%	21%	20%	13%	17%	38%	-	*	*	22%	7%	9%	21%	18%	18%	13%
Reading Including EOC	2023	53%	34%	28%	0%	25%	56%	-	*	-	46%	6%	29%	29%	27%	26%	19%
	2022	53%	38%	34%	19%	31%	58%	-	*	*	30%	9%	17%	36%	30%	32%	23%
Math Including EOC	2023	47%	30%	22%	20%	18%	53%	-	*	-	31%	7%	29%	25%	17%	19%	13%
	2022	43%	28%	27%	13%	24%	46%	-	*	*	35%	9%	18%	29%	24%	25%	20%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.



Texas Education Agency  
**2022-23 Progress (TAPR)**  
CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
Grade 7 ELA/Reading	2023	71%	59%	<b>52%</b>	*	51%	62%	-	*	-	20%	30%	55%	55%	45%	52%	48%
Grade 7 Mathematics	2023	56%	40%	<b>39%</b>	*	38%	46%	-	-	-	*	38%	57%	38%	39%	39%	34%
Grade 8 ELA/Reading	2023	63%	46%	<b>44%</b>	*	42%	62%	-	-	-	71%	40%	38%	45%	41%	40%	39%
Grade 8 Mathematics	2023	74%	63%	<b>62%</b>	*	59%	75%	-	*	-	78%	51%	40%	59%	66%	60%	59%
End of Course Algebra I	2023	76%	76%	<b>53%</b>	*	48%	75%	-	-	-	*	*	*	52%	59%	47%	40%
All Grades Both Subjects	2023	64%	55%	<b>50%</b>	53%	48%	65%	-	*	-	58%	40%	47%	51%	49%	48%	46%
All Grades ELA/Reading	2023	63%	51%	<b>48%</b>	44%	46%	62%	-	*	-	50%	36%	46%	50%	43%	46%	43%
All Grades Mathematics	2023	66%	60%	<b>53%</b>	63%	50%	68%	-	*	-	67%	45%	48%	51%	56%	51%	48%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
Grade 7 ELA/Reading	2023	39%	28%	<b>23%</b>	*	23%	27%	-	-	-	*	12%	*	25%	20%	22%	21%
Grade 7 Mathematics	2023	22%	11%	<b>10%</b>	*	9%	18%	-	-	-	*	6%	*	9%	12%	10%	5%
Grade 8 ELA/Reading	2023	39%	23%	<b>21%</b>	*	21%	25%	-	-	-	*	7%	40%	23%	17%	19%	21%
Grade 8 Mathematics	2023	49%	29%	<b>32%</b>	*	33%	8%	-	-	-	*	18%	14%	32%	31%	31%	32%
End of Course Algebra I	2023	58%	65%	<b>38%</b>	-	38%	-	-	-	-	-	-	*	*	40%	43%	17%
All Grades Both Subjects	2023	38%	29%	<b>23%</b>	33%	23%	19%	-	-	-	20%	11%	18%	23%	22%	22%	21%
All Grades ELA/Reading	2023	35%	26%	<b>22%</b>	*	22%	26%	-	-	-	*	9%	29%	24%	19%	21%	21%
All Grades Mathematics	2023	40%	32%	<b>23%</b>	33%	23%	13%	-	-	-	33%	12%	10%	22%	24%	23%	21%

\* Indicates results are masked due to small numbers to protect student confidentiality.  
- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2023	76%	63%	<b>52%</b>	-	-	-	-	-	-	42%	-	42%	41%	29%	63%	42%	84%
	2022	74%	60%	<b>53%</b>	-	-	-	-	-	-	40%	-	38%	58%	33%	65%	40%	79%
At Meets Grade Level or Above	2023	49%	34%	<b>24%</b>	-	-	-	-	-	-	13%	-	13%	11%	7%	36%	13%	50%
	2022	48%	33%	<b>26%</b>	-	-	-	-	-	-	14%	-	13%	24%	7%	36%	14%	52%
At Masters Grade Level	2023	20%	10%	<b>7%</b>	-	-	-	-	-	-	2%	-	2%	2%	0%	14%	2%	15%
	2022	23%	13%	<b>11%</b>	-	-	-	-	-	-	4%	-	3%	8%	0%	17%	4%	23%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2023	77%	62%	<b>58%</b>	-	-	-	-	-	-	47%	-	47%	48%	40%	68%	47%	92%
	2022	75%	60%	<b>62%</b>	-	-	-	-	-	-	48%	-	45%	59%	*	76%	48%	89%
At Meets Grade Level or Above	2023	53%	35%	<b>28%</b>	-	-	-	-	-	-	17%	-	17%	15%	20%	42%	17%	63%
	2022	53%	37%	<b>34%</b>	-	-	-	-	-	-	18%	-	17%	22%	*	48%	18%	77%
At Masters Grade Level	2023	20%	9%	<b>8%</b>	-	-	-	-	-	-	3%	-	3%	3%	0%	15%	2%	21%
	2022	25%	14%	<b>18%</b>	-	-	-	-	-	-	6%	-	5%	13%	*	28%	6%	41%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2023	75%	61%	<b>52%</b>	-	-	-	-	-	-	44%	-	44%	44%	20%	61%	44%	81%
	2022	72%	59%	<b>55%</b>	-	-	-	-	-	-	43%	-	40%	58%	40%	66%	43%	80%
At Meets Grade Level or Above	2023	45%	30%	<b>22%</b>	-	-	-	-	-	-	12%	-	12%	11%	0%	34%	12%	48%
	2022	42%	29%	<b>27%</b>	-	-	-	-	-	-	18%	-	16%	26%	0%	35%	17%	51%
At Masters Grade Level	2023	19%	10%	<b>7%</b>	-	-	-	-	-	-	2%	-	2%	2%	0%	13%	2%	15%
	2022	20%	10%	<b>8%</b>	-	-	-	-	-	-	3%	-	4%	2%	0%	12%	3%	13%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2023	77%	67%	<b>58%</b>	-	-	-	-	-	-	47%	-	47%	43%	*	71%	47%	84%
	2022	76%	63%	<b>56%</b>	-	-	-	-	-	-	40%	-	40%	-	*	68%	40%	100%
At Meets Grade Level or Above	2023	47%	34%	<b>29%</b>	-	-	-	-	-	-	16%	-	16%	12%	*	44%	16%	55%
	2022	47%	32%	<b>24%</b>	-	-	-	-	-	-	12%	-	12%	-	*	34%	12%	43%
At Masters Grade Level	2023	18%	10%	<b>9%</b>	-	-	-	-	-	-	3%	-	3%	1%	*	17%	3%	16%
	2022	21%	11%	<b>11%</b>	-	-	-	-	-	-	2%	-	2%	-	*	18%	2%	29%
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2023	78%	68%	<b>38%</b>	-	-	-	-	-	-	25%	-	25%	19%	*	52%	25%	73%
	2022	75%	62%	<b>28%</b>	-	-	-	-	-	-	17%	-	17%	-	*	39%	16%	38%
At Meets Grade Level or Above	2023	52%	38%	<b>11%</b>	-	-	-	-	-	-	4%	-	4%	2%	*	19%	4%	27%
	2022	50%	35%	<b>8%</b>	-	-	-	-	-	-	1%	-	1%	-	*	14%	1%	10%

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	16%	4%	-	-	-	-	-	-	1%	-	1%	0%	*	9%	1%	3%
	2022	30%	17%	3%	-	-	-	-	-	-	0%	-	0%	-	*	6%	0%	0%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	55%	50%	-	-	-	-	-	-	45%	-	45%	46%	50%	57%	45%	60%
All Grades ELA/Reading	2023	63%	51%	48%	-	-	-	-	-	-	42%	-	42%	45%	80%	54%	43%	58%
All Grades Mathematics	2023	66%	60%	53%	-	-	-	-	-	-	47%	-	47%	46%	20%	60%	47%	62%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	29%	23%	-	-	-	-	-	-	21%	-	21%	24%	13%	26%	21%	47%
All Grades ELA/Reading	2023	35%	26%	22%	-	-	-	-	-	-	20%	-	20%	23%	*	24%	20%	71%
All Grades Mathematics	2023	40%	32%	23%	-	-	-	-	-	-	21%	-	21%	25%	*	27%	21%	30%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	<b>99%</b>	100%	99%	97%	-	*	-	100%	97%	100%	99%	99%	99%	99%
Included in Accountability	93%	91%	<b>93%</b>	75%	93%	95%	-	*	-	100%	90%	100%	96%	87%	93%	93%
Not Included in Accountability: Mobile	4%	5%	<b>5%</b>	25%	5%	2%	-	*	-	0%	6%	0%	2%	10%	5%	5%
Not Included in Accountability: Other Exclusions	2%	3%	<b>1%</b>	0%	1%	0%	-	*	-	0%	1%	0%	0%	2%	1%	1%
Not Tested	1%	1%	<b>1%</b>	0%	1%	3%	-	*	-	0%	3%	0%	1%	1%	1%	1%
Absent	1%	1%	<b>1%</b>	0%	1%	3%	-	*	-	0%	3%	0%	1%	1%	1%	1%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>100%</b>	100%	100%	98%	-	*	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	92%	90%	<b>93%</b>	77%	93%	95%	-	*	-	100%	91%	100%	96%	88%	93%	93%
Not Included in Accountability: Mobile	4%	5%	<b>5%</b>	23%	5%	3%	-	*	-	0%	5%	0%	2%	10%	5%	5%
Not Included in Accountability: Other Exclusions	3%	5%	<b>1%</b>	0%	1%	0%	-	*	-	0%	2%	0%	1%	2%	1%	2%
Not Tested	1%	1%	<b>0%</b>	0%	0%	2%	-	*	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	2%	-	*	-	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	1%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>99%</b>	100%	99%	97%	-	*	-	100%	98%	100%	99%	99%	99%	99%
Included in Accountability	94%	92%	<b>93%</b>	77%	93%	94%	-	*	-	100%	92%	100%	96%	87%	93%	92%
Not Included in Accountability: Mobile	5%	5%	<b>5%</b>	23%	5%	3%	-	*	-	0%	5%	0%	2%	11%	5%	6%
Not Included in Accountability: Other Exclusions	1%	2%	<b>1%</b>	0%	1%	0%	-	*	-	0%	1%	0%	0%	2%	1%	1%
Not Tested	1%	2%	<b>1%</b>	0%	1%	3%	-	*	-	0%	2%	0%	1%	1%	1%	1%
Absent	1%	1%	<b>1%</b>	0%	1%	3%	-	*	-	0%	2%	0%	1%	1%	1%	1%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	98%	<b>98%</b>	100%	98%	96%	-	-	-	100%	94%	100%	99%	97%	98%	98%
Included in Accountability	93%	93%	<b>93%</b>	71%	93%	95%	-	-	-	100%	86%	100%	96%	87%	93%	92%
Not Included in Accountability: Mobile	4%	4%	<b>4%</b>	29%	4%	2%	-	-	-	0%	6%	0%	2%	8%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	<b>1%</b>	0%	1%	0%	-	-	-	0%	1%	0%	0%	2%	1%	1%
Not Tested	1%	2%	<b>2%</b>	0%	2%	4%	-	-	-	0%	6%	0%	1%	3%	2%	2%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	2%	0%	2%	4%	-	-	-	0%	6%	0%	1%	3%	2%	2%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	1%	0%	0%
<b>Social Studies</b>																
Assessment Participant	99%	98%	98%	100%	98%	95%	-	-	-	100%	95%	100%	98%	98%	97%	98%
Included in Accountability	94%	93%	93%	71%	93%	95%	-	-	-	100%	86%	100%	95%	88%	92%	93%
Not Included in Accountability: Mobile	4%	3%	4%	29%	4%	0%	-	-	-	0%	7%	0%	2%	8%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	-	-	0%	1%	0%	0%	2%	1%	1%
Not Tested	1%	2%	2%	0%	2%	5%	-	-	-	0%	5%	0%	2%	2%	3%	2%
Absent	1%	2%	2%	0%	2%	5%	-	-	-	0%	5%	0%	2%	2%	2%	2%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	98%	99%	100%	99%	100%	*	*	*	100%	98%	99%	100%	98%	99%	99%
Included in Accountability	93%	92%	92%	97%	92%	92%	*	*	*	100%	87%	88%	97%	85%	95%	91%
Not Included in Accountability: Mobile	5%	5%	6%	3%	6%	8%	*	*	*	0%	10%	11%	3%	12%	4%	7%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	*	*	0%	1%	0%	0%	1%	0%	1%
Not Tested	1%	2%	1%	0%	1%	0%	*	*	*	0%	2%	1%	0%	2%	1%	1%
Absent	1%	1%	1%	0%	1%	0%	*	*	*	0%	2%	1%	0%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	98%	99%	100%	99%	100%	*	*	*	100%	99%	100%	100%	98%	99%	100%
Included in Accountability	92%	91%	92%	94%	92%	92%	*	*	*	100%	88%	88%	97%	83%	94%	91%
Not Included in Accountability: Mobile	5%	5%	6%	6%	6%	8%	*	*	*	0%	9%	12%	3%	13%	4%	7%
Not Included in Accountability: Other Exclusions	2%	2%	1%	0%	1%	0%	*	*	*	0%	1%	0%	0%	2%	1%	2%
Not Tested	1%	2%	1%	0%	1%	0%	*	*	*	0%	1%	0%	0%	2%	1%	0%
Absent	1%	2%	1%	0%	1%	0%	*	*	*	0%	1%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	99%	100%	99%	100%	*	*	*	100%	99%	96%	100%	98%	99%	99%
Included in Accountability	93%	93%	93%	94%	93%	92%	*	*	*	100%	89%	85%	97%	85%	95%	92%
Not Included in Accountability: Mobile	5%	6%	7%	6%	6%	8%	*	*	*	0%	9%	12%	3%	13%	4%	7%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	*	0%	1%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	0%	1%	0%	*	*	*	0%	1%	4%	0%	2%	1%	1%
Absent	1%	1%	1%	0%	1%	0%	*	*	*	0%	1%	4%	0%	2%	1%	1%
Other	0%	1%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	98%	98%	99%	100%	98%	100%	*	*	*	100%	97%	100%	99%	98%	98%	98%
Included in Accountability	93%	93%	93%	100%	93%	91%	*	*	*	100%	85%	92%	96%	86%	95%	91%
Not Included in Accountability: Mobile	4%	5%	6%	0%	6%	9%	*	*	*	0%	12%	8%	3%	12%	4%	7%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	1%	0%	2%	0%	*	*	*	0%	3%	0%	1%	2%	2%	2%
Absent	1%	2%	1%	0%	2%	0%	*	*	*	0%	3%	0%	1%	2%	2%	2%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	98%	98%	98%	100%	98%	100%	*	*	*	100%	96%	100%	99%	97%	98%	98%
Included in Accountability	94%	94%	93%	100%	93%	91%	*	*	*	100%	84%	92%	96%	86%	95%	91%
Not Included in Accountability: Mobile	4%	4%	6%	0%	5%	9%	*	*	*	0%	12%	8%	3%	11%	3%	7%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	2%	0%	2%	0%	*	*	*	0%	4%	0%	1%	3%	2%	2%
Absent	1%	2%	2%	0%	2%	0%	*	*	*	0%	4%	0%	1%	3%	2%	2%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	90.6%	<b>89.6%</b>	90.6%	89.6%	89.4%	-	*	*	90.7%	86.4%	88.8%	90.0%
2020-21	95.0%	92.0%	<b>91.5%</b>	95.7%	91.1%	93.4%	*	*	*	91.3%	88.4%	91.3%	91.0%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	34.8%	<b>38.7%</b>	27.8%	38.4%	42.3%	-	*	*	39.1%	50.6%	43.4%	38.4%
2020-21	15.0%	27.7%	<b>29.8%</b>	19.2%	31.1%	21.7%	*	*	*	41.4%	43.4%	29.7%	33.4%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
2020-21	0.9%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2021</b>													
Graduated	90.0%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	92.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.3%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													



Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	72.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	68.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	88.0%	73.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	71.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	3.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	69.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	68.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	70.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	71.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	-	-	858	368,686
<b>By Ethnicity:</b>				
African American	-	-	32	45,227
Hispanic	-	-	588	191,125
White	-	-	204	103,171
American Indian	-	-	1	1,159
Asian	-	-	4	18,794
Pacific Islander	-	-	2	569
Two or More Races	-	-	27	8,641
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	251	51,023
Foundation H.S. Program (Endorsement)	-	-	9	14,179
Foundation H.S. Program (DLA)	-	-	598	302,917
Special Education Graduates	-	-	84	32,447
Economically Disadvantaged Graduates	-	-	475	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	142	40,398
At-Risk Graduates	-	-	454	159,689

**There is no data for this campus.**

**There is no data for this campus.**

**There is no data for this campus.**

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	1,039	100.0%	12,449	5,504,150	1,040	100.0%	12,506	5,518,432
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	4.1%	4.4%	0	0.0%	4.0%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.1%	3.7%	0	0.0%	4.0%	3.7%
Kindergarten	0	0.0%	6.4%	6.7%	0	0.0%	6.4%	6.7%
Grade 1	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 2	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 3	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.1%
Grade 4	0	0.0%	6.7%	7.2%	0	0.0%	6.6%	7.1%
Grade 5	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	479	46.1%	7.5%	7.4%	479	46.1%	7.5%	7.4%
Grade 8	560	53.9%	8.3%	7.7%	561	53.9%	8.3%	7.7%
Grade 9	0	0.0%	9.5%	8.7%	0	0.0%	9.5%	8.7%
Grade 10	0	0.0%	8.6%	7.9%	0	0.0%	8.6%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	6.1%	6.6%	0	0.0%	6.3%	6.6%
<b>Ethnic Distribution:</b>								
African American	9	0.9%	2.8%	12.8%	10	1.0%	2.8%	12.8%
Hispanic	902	86.8%	74.2%	53.0%	902	86.7%	74.1%	52.9%
White	110	10.6%	19.7%	25.6%	110	10.6%	19.8%	25.7%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	2	0.2%	0.4%	5.1%	2	0.2%	0.4%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	16	1.5%	2.7%	3.0%	16	1.5%	2.7%	3.0%
<b>Sex:</b>								
Female	489	47.1%	48.4%	48.8%	489	47.0%	48.3%	48.8%
Male	550	52.9%	51.6%	51.2%	551	53.0%	51.7%	51.2%
Economically Disadvantaged	940	90.5%	76.7%	62.1%	941	90.5%	76.6%	62.0%
Non-Educationally Disadvantaged	99	9.5%	23.3%	37.9%	99	9.5%	23.4%	38.0%
Section 504 Students	139	13.4%	10.3%	7.4%	139	13.4%	10.3%	7.4%
EB Students/EL	593	57.1%	41.1%	23.1%	593	57.0%	41.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	103	8.9%	3.7%	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	138	13.3%	9.0%	5.5%	138	13.3%	9.0%	5.5%
Foster Care	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Homeless	37	3.6%	3.9%	1.3%	37	3.6%	3.9%	1.3%
Immigrant	15	1.4%	2.1%	2.2%	15	1.4%	2.1%	2.2%
Migrant	2	0.2%	0.3%	0.3%	2	0.2%	0.3%	0.3%
Title I	1,039	100.0%	68.0%	64.6%	1,040	100.0%	68.0%	64.6%
Military Connected	4	0.4%	0.6%	3.6%	4	0.4%	0.6%	3.6%
At-Risk	833	80.2%	70.8%	53.3%	834	80.2%	70.7%	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	588	56.6%	40.4%	23.2%	588	56.5%	40.3%	23.2%
Career and Technical Education	209	20.1%	23.1%	26.5%	209	20.1%	23.0%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	61.9%	72.3%	0	-	61.5%	72.2%
Gifted and Talented Education	82	7.9%	7.2%	8.2%	82	7.9%	7.2%	8.2%
Special Education	159	15.3%	12.8%	12.6%	160	15.4%	13.1%	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	159							
By Type of Primary Disability								
Students with Intellectual Disabilities	128	80.5%	54.3%	44.1%				
Students with Physical Disabilities	*	*	20.3%	20.0%				
Students with Autism	**	**	9.8%	15.5%				
Students with Behavioral Disabilities	21	13.2%	15.1%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.6%	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	166	14.4%	14.9%	16.8%				
By Ethnicity:								
African American	2	0.2%	0.7%	3.3%				
Hispanic	143	12.4%	10.6%	8.7%				
White	18	1.6%	2.9%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.3%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	28	15.9%	16.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	87	14.8%	14.9%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	113	12.3%	15.0%	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	55	10.4%	16.3%	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	0.0%	1.5%	-	1.9%	4.5%
Grade 1	-	0.1%	2.5%	-	0.0%	3.6%
Grade 2	-	0.3%	1.6%	-	1.4%	2.0%
Grade 3	-	0.1%	0.8%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	-	0.3%	0.3%	-	0.8%	0.4%
Grade 7	0.4%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.5%	0.2%	0.4%	0.0%	0.0%	0.5%
Grade 9	-	13.6%	8.7%	-	23.5%	12.6%

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	18.5	18.7
Grade 1	-	20.2	19.1
Grade 2	-	18.7	19.1
Grade 3	-	18.7	19.3
Grade 4	-	20.3	19.4
Grade 5	-	22.5	20.8
Grade 6	-	24.3	19.2
<b>Secondary:</b>			
English/Language Arts	18.1	15.1	16.2
Foreign Languages	26.0	20.8	18.8
Mathematics	22.6	17.7	17.5
Science	25.8	20.4	18.5
Social Studies	25.8	20.1	18.9



Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	86.6	100.0%	100.0%	100.0%
Professional Staff:	71.6	82.7%	71.8%	64.1%
Teachers	59.4	68.6%	55.0%	48.7%
Professional Support	7.4	8.5%	11.3%	10.9%
Campus Administration (School Leadership)	4.8	5.5%	4.3%	3.3%
Educational Aides:	15.0	17.3%	19.1%	11.3%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	10.0	4,258.0
Part-time Librarians	0.0	n/a	1.0	646.0
Full-time Counselors	2.0	n/a	26.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	31.0	35.7%	35.6%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	9.7	16.3%	6.3%	11.8%
Hispanic	10.0	16.8%	22.4%	29.6%
White	37.7	63.5%	68.4%	54.9%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	1.0	1.7%	0.8%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	1.7%	2.0%	1.2%
<b>Teachers by Sex:</b>				
Males	22.2	37.3%	24.5%	24.4%
Females	37.3	62.7%	75.5%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	5.5	9.2%	5.8%	2.0%
Bachelors	44.1	74.3%	72.7%	72.2%
Masters	9.8	16.5%	20.2%	25.0%
Doctorate	0.0	0.0%	1.2%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	19.5	32.9%	14.1%	9.7%
1-5 Years Experience	22.6	38.1%	30.8%	26.3%
6-10 Years Experience	4.0	6.7%	16.5%	20.5%
11-20 Years Experience	7.3	12.2%	20.9%	27.2%
21-30 Years Experience	5.0	8.4%	14.4%	13.3%
Over 30 Years Experience	1.0	1.7%	3.3%	2.9%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	17.5	n/a	15.9	14.8

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	6.0	5.1	6.1
Average Years Experience of Principals with District	6.0	5.1	5.3
Average Years Experience of Assistant Principals	10.3	5.2	5.2
Average Years Experience of Assistant Principals with District	10.3	4.3	4.4
Average Years Experience of Teachers:	6.4	10.5	11.0
Average Years Experience of Teachers with District:	3.2	5.7	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$50,323	\$51,088	\$53,300
1-5 Years Experience	\$53,390	\$53,713	\$56,516
6-10 Years Experience	\$55,009	\$55,003	\$59,732
11-20 Years Experience	\$56,511	\$57,689	\$63,389
21-30 Years Experience	\$63,568	\$63,723	\$67,876
Over 30 Years Experience	\$75,006	\$71,963	\$72,560
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$54,092	\$56,432	\$60,717
Professional Support	\$60,439	\$68,746	\$72,022
Campus Administration (School Leadership)	\$82,987	\$82,355	\$85,167
Instructional Staff Percent:	n/a	77.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	1.3	2.1%	8.3%	5.9%
Career and Technical Education	2.9	4.8%	4.5%	5.4%
Compensatory Education	1.0	1.7%	9.4%	3.2%
Gifted and Talented Education	0.0	0.0%	0.8%	1.7%
Regular Education	37.9	63.7%	57.5%	70.6%
Special Education	10.3	17.3%	12.4%	9.7%
Other	6.1	10.3%	7.0%	3.5%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
CEDAR CREEK MIDDLE (011901106) - BASTROP ISD - BASTROP COUNTY

- Indicates there is no data for the item.
- \* Indicates results are masked due to small numbers.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

## **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: BASTROP ISD**

**Campus Name: RED ROCK EL**

**Campus Number: 011901107**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2023	76%	66%	<b>68%</b>	*	64%	85%	-	-	-	*	38%	80%	64%	79%	66%	57%
	2022	76%	66%	<b>58%</b>	-	53%	80%	-	*	-	*	25%	57%	59%	55%	53%	51%
At Meets Grade Level or Above	2023	50%	38%	<b>35%</b>	*	31%	62%	-	-	-	*	21%	20%	36%	33%	31%	31%
	2022	51%	40%	<b>28%</b>	-	23%	60%	-	*	-	*	6%	29%	35%	13%	24%	17%
At Masters Grade Level	2023	20%	13%	<b>8%</b>	*	2%	38%	-	-	-	*	0%	0%	9%	4%	4%	2%
	2022	30%	22%	<b>11%</b>	-	7%	33%	-	*	-	*	6%	0%	14%	3%	9%	3%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2023	73%	62%	<b>58%</b>	*	55%	75%	-	-	-	*	42%	20%	55%	67%	56%	54%
	2022	71%	62%	<b>62%</b>	-	58%	87%	-	*	-	*	25%	57%	65%	55%	61%	57%
At Meets Grade Level or Above	2023	45%	31%	<b>21%</b>	*	17%	50%	-	-	-	*	17%	20%	19%	29%	17%	15%
	2022	43%	32%	<b>28%</b>	-	23%	53%	-	*	-	*	6%	43%	32%	19%	22%	23%
At Masters Grade Level	2023	19%	9%	<b>7%</b>	*	2%	33%	-	-	-	*	0%	0%	7%	8%	4%	0%
	2022	21%	12%	<b>12%</b>	-	8%	33%	-	*	-	*	0%	29%	15%	3%	9%	4%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2023	77%	68%	<b>71%</b>	-	69%	79%	-	*	-	*	41%	50%	76%	62%	68%	71%
	2022	77%	64%	<b>63%</b>	*	60%	82%	-	-	-	*	21%	83%	63%	63%	59%	61%
At Meets Grade Level or Above	2023	48%	37%	<b>30%</b>	-	26%	50%	-	*	-	*	18%	33%	35%	21%	24%	23%
	2022	54%	38%	<b>28%</b>	*	22%	59%	-	-	-	*	21%	17%	25%	33%	23%	20%
At Masters Grade Level	2023	22%	14%	<b>9%</b>	-	5%	36%	-	*	-	*	9%	0%	7%	13%	5%	3%
	2022	28%	16%	<b>10%</b>	*	6%	29%	-	-	-	*	0%	17%	6%	20%	7%	6%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2023	71%	61%	<b>68%</b>	-	65%	86%	-	*	-	*	36%	83%	72%	62%	64%	68%
	2022	70%	50%	<b>57%</b>	*	54%	76%	-	-	-	*	21%	100%	55%	63%	53%	58%
At Meets Grade Level or Above	2023	48%	38%	<b>42%</b>	-	37%	64%	-	*	-	*	32%	50%	44%	38%	38%	44%
	2022	43%	25%	<b>31%</b>	*	27%	53%	-	-	-	*	14%	67%	27%	40%	28%	27%
At Masters Grade Level	2023	22%	13%	<b>12%</b>	-	7%	43%	-	*	-	*	5%	17%	13%	10%	10%	8%
	2022	23%	11%	<b>11%</b>	*	6%	35%	-	-	-	*	0%	33%	13%	7%	11%	6%
<b>All Grades All Subjects</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	76%	63%	<b>66%</b>	*	63%	81%	-	*	-	*	39%	59%	67%	66%	64%	63%
	2022	74%	60%	<b>60%</b>	*	56%	81%	-	*	-	*	23%	73%	61%	59%	56%	56%
At Meets Grade Level or Above	2023	49%	34%	<b>32%</b>	*	28%	57%	-	*	-	*	22%	32%	33%	30%	27%	28%
	2022	48%	33%	<b>29%</b>	*	24%	56%	-	*	-	*	12%	38%	30%	26%	24%	22%
At Masters Grade Level	2023	20%	10%	<b>9%</b>	*	4%	38%	-	*	-	*	3%	5%	9%	10%	6%	3%
	2022	23%	13%	<b>11%</b>	*	7%	33%	-	*	-	*	2%	19%	12%	8%	9%	5%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	62%	<b>70%</b>	*	67%	81%	-	*	-	*	39%	64%	70%	68%	67%	65%
	2022	75%	60%	<b>60%</b>	*	56%	81%	-	*	-	*	23%	69%	61%	59%	56%	56%
At Meets Grade Level or Above	2023	53%	35%	<b>32%</b>	*	29%	56%	-	*	-	*	20%	27%	35%	25%	27%	27%
	2022	53%	37%	<b>28%</b>	*	22%	59%	-	*	-	*	13%	23%	30%	23%	23%	19%
At Masters Grade Level	2023	20%	9%	<b>9%</b>	*	4%	37%	-	*	-	*	4%	0%	8%	10%	5%	2%
	2022	25%	14%	<b>10%</b>	*	6%	31%	-	*	-	*	3%	8%	10%	11%	8%	5%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	61%	<b>63%</b>	*	60%	81%	-	*	-	*	39%	55%	63%	63%	60%	61%
	2022	72%	59%	<b>60%</b>	*	56%	81%	-	*	-	*	23%	77%	60%	59%	57%	57%
At Meets Grade Level or Above	2023	45%	30%	<b>32%</b>	*	27%	58%	-	*	-	*	24%	36%	31%	35%	27%	30%
	2022	42%	29%	<b>30%</b>	*	25%	53%	-	*	-	*	10%	54%	30%	30%	25%	25%
At Masters Grade Level	2023	19%	10%	<b>10%</b>	*	5%	38%	-	*	-	*	2%	9%	10%	10%	7%	4%
	2022	20%	10%	<b>11%</b>	*	7%	34%	-	*	-	*	0%	31%	14%	5%	10%	5%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2023	37%	24%	<b>18%</b>	*	13%	50%	-	-	-	*	13%	20%	19%	17%	13%	11%
	2022	36%	25%	<b>17%</b>	-	11%	47%	-	*	-	*	0%	14%	22%	3%	13%	9%
Reading and Mathematics Including EOC	2023	37%	24%	<b>18%</b>	*	13%	50%	-	-	-	*	13%	20%	19%	17%	13%	11%
	2022	36%	25%	<b>17%</b>	-	11%	47%	-	*	-	*	0%	14%	22%	3%	13%	9%
Reading Including EOC	2023	50%	38%	<b>35%</b>	*	31%	62%	-	-	-	*	21%	20%	36%	33%	31%	31%
	2022	51%	40%	<b>29%</b>	-	23%	60%	-	*	-	*	6%	29%	35%	13%	24%	18%
Math Including EOC	2023	45%	31%	<b>21%</b>	*	17%	50%	-	-	-	*	17%	20%	19%	29%	17%	15%
	2022	43%	32%	<b>28%</b>	-	22%	53%	-	*	-	*	6%	43%	32%	17%	21%	22%
<b>4th Graders</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2023	38%	26%	<b>21%</b>	-	16%	50%	-	*	-	*	18%	33%	25%	15%	16%	18%
	2022	36%	20%	<b>20%</b>	*	15%	47%	-	-	-	*	7%	17%	18%	23%	16%	16%
Reading and Mathematics Including EOC	2023	38%	26%	<b>21%</b>	-	16%	50%	-	*	-	*	18%	33%	25%	15%	16%	18%
	2022	36%	20%	<b>20%</b>	*	15%	47%	-	-	-	*	7%	17%	18%	23%	16%	16%
Reading Including EOC	2023	48%	37%	<b>30%</b>	-	26%	50%	-	*	-	*	18%	33%	35%	21%	24%	23%
	2022	54%	38%	<b>28%</b>	*	22%	59%	-	-	-	*	21%	17%	25%	33%	23%	20%
Math Including EOC	2023	48%	38%	<b>42%</b>	-	37%	64%	-	*	-	*	32%	50%	44%	38%	38%	44%
	2022	43%	25%	<b>31%</b>	*	27%	53%	-	-	-	*	14%	67%	27%	40%	28%	27%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2023	37%	21%	<b>20%</b>	*	15%	50%	-	*	-	*	15%	27%	22%	16%	15%	15%
	2022	34%	20%	<b>18%</b>	*	13%	47%	-	*	-	*	3%	15%	20%	13%	14%	12%
Reading and Mathematics Including EOC	2023	39%	23%	<b>20%</b>	*	15%	50%	-	*	-	*	15%	27%	22%	16%	15%	15%
	2022	36%	21%	<b>18%</b>	*	13%	47%	-	*	-	*	3%	15%	20%	13%	14%	12%
Reading Including EOC	2023	53%	34%	<b>32%</b>	*	29%	56%	-	*	-	*	20%	27%	35%	25%	27%	27%
	2022	53%	38%	<b>28%</b>	*	23%	59%	-	*	-	*	13%	23%	30%	23%	24%	19%
Math Including EOC	2023	47%	30%	<b>32%</b>	*	27%	58%	-	*	-	*	24%	36%	31%	35%	27%	30%
	2022	43%	28%	<b>29%</b>	*	24%	53%	-	*	-	*	10%	54%	30%	28%	24%	24%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.



Texas Education Agency  
**2022-23 Progress (TAPR)**  
RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	55%	51%	<b>59%</b>	-	60%	58%	-	*	-	*	55%	42%	58%	62%	57%	64%
Grade 4 Mathematics	2023	63%	61%	<b>64%</b>	-	62%	73%	-	*	-	*	50%	75%	66%	61%	65%	68%
All Grades Both Subjects	2023	64%	55%	<b>62%</b>	-	61%	65%	-	*	-	*	52%	58%	62%	61%	61%	66%
All Grades ELA/Reading	2023	63%	51%	<b>59%</b>	-	60%	58%	-	*	-	*	55%	42%	58%	62%	57%	64%
All Grades Mathematics	2023	66%	60%	<b>64%</b>	-	62%	73%	-	*	-	*	50%	75%	66%	61%	65%	68%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	33%	29%	<b>36%</b>	-	38%	*	-	-	-	-	19%	*	42%	28%	36%	44%
Grade 4 Mathematics	2023	27%	22%	<b>33%</b>	-	34%	*	-	-	-	-	7%	*	42%	21%	33%	33%
All Grades Both Subjects	2023	38%	29%	<b>34%</b>	-	36%	*	-	-	-	-	13%	33%	42%	24%	34%	39%
All Grades ELA/Reading	2023	35%	26%	<b>36%</b>	-	38%	*	-	-	-	-	19%	*	42%	28%	36%	44%
All Grades Mathematics	2023	40%	32%	<b>33%</b>	-	34%	*	-	-	-	-	7%	*	42%	21%	33%	33%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2023	76%	63%	<b>66%</b>	62%	62%	-	-	-	62%	69%	69%	-	*	-	72%	63%	-
	2022	74%	60%	<b>60%</b>	59%	-	-	-	-	59%	35%	44%	-	*	*	67%	56%	-
At Meets Grade Level or Above	2023	49%	34%	<b>32%</b>	26%	26%	-	-	-	26%	46%	46%	-	*	-	38%	28%	-
	2022	48%	33%	<b>29%</b>	23%	-	-	-	-	23%	15%	19%	-	*	*	41%	22%	-
At Masters Grade Level	2023	20%	10%	<b>9%</b>	4%	4%	-	-	-	4%	0%	0%	-	*	-	19%	3%	-
	2022	23%	13%	<b>11%</b>	5%	-	-	-	-	5%	5%	6%	-	*	*	21%	5%	-
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2023	77%	62%	<b>70%</b>	64%	64%	-	-	-	64%	69%	69%	-	*	-	78%	65%	-
	2022	75%	60%	<b>60%</b>	58%	-	-	-	-	58%	40%	50%	-	*	*	69%	56%	-
At Meets Grade Level or Above	2023	53%	35%	<b>32%</b>	25%	25%	-	-	-	25%	46%	46%	-	*	-	41%	27%	-
	2022	53%	37%	<b>28%</b>	18%	-	-	-	-	18%	20%	25%	-	*	*	44%	19%	-
At Masters Grade Level	2023	20%	9%	<b>9%</b>	3%	3%	-	-	-	3%	0%	0%	-	*	-	19%	2%	-
	2022	25%	14%	<b>10%</b>	3%	-	-	-	-	3%	10%	13%	-	*	*	21%	5%	-
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2023	75%	61%	<b>63%</b>	61%	61%	-	-	-	61%	69%	69%	-	*	-	66%	61%	-
	2022	72%	59%	<b>60%</b>	60%	-	-	-	-	60%	30%	38%	-	*	*	65%	57%	-
At Meets Grade Level or Above	2023	45%	30%	<b>32%</b>	28%	28%	-	-	-	28%	46%	46%	-	*	-	35%	30%	-
	2022	42%	29%	<b>30%</b>	27%	-	-	-	-	27%	10%	13%	-	*	*	38%	25%	-
At Masters Grade Level	2023	19%	10%	<b>10%</b>	4%	4%	-	-	-	4%	0%	0%	-	*	-	19%	4%	-
	2022	20%	10%	<b>11%</b>	6%	-	-	-	-	6%	0%	0%	-	*	*	22%	5%	-
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2023	64%	55%	<b>62%</b>	66%	66%	-	-	-	66%	71%	71%	-	-	-	54%	66%	-
All Grades ELA/Reading	2023	63%	51%	<b>59%</b>	65%	65%	-	-	-	65%	57%	57%	-	-	-	51%	64%	-
All Grades Mathematics	2023	66%	60%	<b>64%</b>	66%	66%	-	-	-	66%	86%	86%	-	-	-	58%	68%	-
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2023	38%	29%	<b>34%</b>	40%	40%	-	-	-	40%	20%	20%	-	-	-	24%	39%	-
All Grades ELA/Reading	2023	35%	26%	<b>36%</b>	47%	47%	-	-	-	47%	*	*	-	-	-	17%	44%	-
All Grades Mathematics	2023	40%	32%	<b>33%</b>	33%	33%	-	-	-	33%	*	*	-	-	-	31%	33%	-

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	<b>100%</b>	*	100%	98%	-	*	-	*	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	91%	<b>85%</b>	*	84%	91%	-	*	-	*	96%	92%	94%	71%	85%	82%
Not Included in Accountability: Mobile	4%	5%	<b>7%</b>	*	7%	7%	-	*	-	*	2%	0%	3%	14%	6%	6%
Not Included in Accountability: Other Exclusions	2%	3%	<b>7%</b>	*	9%	0%	-	*	-	*	2%	8%	3%	15%	8%	12%
Not Tested	1%	1%	<b>0%</b>	*	0%	2%	-	*	-	*	0%	0%	0%	1%	0%	0%
Absent	1%	1%	<b>0%</b>	*	0%	0%	-	*	-	*	0%	0%	0%	1%	0%	0%
Other	0%	0%	<b>0%</b>	*	0%	2%	-	*	-	*	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>100%</b>	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	90%	<b>86%</b>	*	84%	93%	-	*	-	*	96%	92%	94%	71%	85%	82%
Not Included in Accountability: Mobile	4%	5%	<b>7%</b>	*	7%	7%	-	*	-	*	2%	0%	3%	15%	7%	6%
Not Included in Accountability: Other Exclusions	3%	5%	<b>7%</b>	*	9%	0%	-	*	-	*	2%	8%	3%	15%	8%	12%
Not Tested	1%	1%	<b>0%</b>	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	<b>0%</b>	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>99%</b>	*	100%	97%	-	*	-	*	100%	100%	99%	99%	99%	100%
Included in Accountability	94%	92%	<b>85%</b>	*	84%	90%	-	*	-	*	96%	92%	93%	71%	85%	82%
Not Included in Accountability: Mobile	5%	5%	<b>7%</b>	*	7%	7%	-	*	-	*	2%	0%	3%	13%	6%	6%
Not Included in Accountability: Other Exclusions	1%	2%	<b>7%</b>	*	9%	0%	-	*	-	*	2%	8%	3%	15%	8%	12%
Not Tested	1%	2%	<b>1%</b>	*	0%	3%	-	*	-	*	0%	0%	1%	1%	1%	0%
Absent	1%	1%	<b>0%</b>	*	0%	0%	-	*	-	*	0%	0%	0%	1%	0%	0%
Other	0%	0%	<b>0%</b>	*	0%	3%	-	*	-	*	0%	0%	1%	0%	0%	0%
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	98%	<b>100%</b>	*	99%	100%	-	*	-	*	100%	100%	99%	100%	99%	100%
Included in Accountability	93%	92%	<b>93%</b>	*	92%	100%	-	*	-	*	97%	93%	96%	88%	94%	93%
Not Included in Accountability: Mobile	5%	5%	<b>6%</b>	*	7%	0%	-	*	-	*	3%	7%	4%	10%	5%	6%
Not Included in Accountability: Other Exclusions	1%	1%	<b>1%</b>	*	0%	0%	-	*	-	*	0%	0%	0%	2%	0%	1%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Tested	1%	2%	0%	*	1%	0%	-	*	-	*	0%	0%	1%	0%	1%	0%
Absent	1%	1%	0%	*	1%	0%	-	*	-	*	0%	0%	1%	0%	1%	0%
Other	0%	0%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	98%	100%	*	99%	100%	-	*	-	*	100%	100%	99%	100%	99%	100%
Included in Accountability	92%	91%	93%	*	92%	100%	-	*	-	*	97%	93%	96%	87%	94%	93%
Not Included in Accountability: Mobile	5%	5%	6%	*	7%	0%	-	*	-	*	3%	7%	4%	10%	5%	6%
Not Included in Accountability: Other Exclusions	2%	2%	1%	*	1%	0%	-	*	-	*	0%	0%	0%	3%	1%	1%
Not Tested	1%	2%	0%	*	1%	0%	-	*	-	*	0%	0%	1%	0%	1%	0%
Absent	1%	2%	0%	*	1%	0%	-	*	-	*	0%	0%	1%	0%	1%	0%
Other	0%	0%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	100%	*	99%	100%	-	*	-	*	100%	100%	99%	100%	99%	100%
Included in Accountability	93%	93%	93%	*	93%	100%	-	*	-	*	97%	93%	96%	88%	94%	94%
Not Included in Accountability: Mobile	5%	6%	6%	*	7%	0%	-	*	-	*	3%	7%	4%	10%	5%	6%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	0%	*	1%	0%	-	*	-	*	0%	0%	1%	0%	1%	0%
Absent	1%	1%	0%	*	1%	0%	-	*	-	*	0%	0%	1%	0%	1%	0%
Other	0%	1%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	90.6%	<b>90.6%</b>	*	90.3%	91.9%	-	*	-	*	89.5%	90.2%	91.3%
2020-21	95.0%	92.0%	<b>91.6%</b>	*	91.0%	94.2%	-	-	-	89.8%	91.1%	90.9%	91.6%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	34.8%	<b>37.5%</b>	*	38.6%	30.1%	-	*	-	50.0%	38.6%	39.4%	34.1%
2020-21	15.0%	27.7%	<b>33.3%</b>	20.0%	35.8%	22.3%	-	-	-	50.0%	35.9%	36.4%	31.6%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2021</b>													
Graduated	90.0%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	92.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.3%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	72.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	68.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	88.0%	73.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	71.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	3.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	69.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	68.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	70.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	71.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	-	-	858	368,686
<b>By Ethnicity:</b>				
African American	-	-	32	45,227
Hispanic	-	-	588	191,125
White	-	-	204	103,171
American Indian	-	-	1	1,159
Asian	-	-	4	18,794
Pacific Islander	-	-	2	569
Two or More Races	-	-	27	8,641
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	251	51,023
Foundation H.S. Program (Endorsement)	-	-	9	14,179
Foundation H.S. Program (DLA)	-	-	598	302,917
Special Education Graduates	-	-	84	32,447
Economically Disadvantaged Graduates	-	-	475	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	142	40,398
At-Risk Graduates	-	-	454	159,689



**There is no data for this campus.**

**There is no data for this campus.**

**There is no data for this campus.**

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	696	100.0%	12,449	5,504,150	698	100.0%	12,506	5,518,432
<b>Students by Grade:</b>								
Early Childhood Education	14	2.0%	0.2%	0.3%	16	2.3%	0.4%	0.5%
Pre-Kindergarten	81	11.6%	4.1%	4.4%	81	11.6%	4.0%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	81	11.6%	4.1%	3.7%	81	11.6%	4.0%	3.7%
Kindergarten	118	17.0%	6.4%	6.7%	118	16.9%	6.4%	6.7%
Grade 1	131	18.8%	7.3%	7.2%	131	18.8%	7.3%	7.2%
Grade 2	118	17.0%	6.9%	7.2%	118	16.9%	6.9%	7.2%
Grade 3	112	16.1%	6.9%	7.2%	112	16.0%	6.9%	7.1%
Grade 4	122	17.5%	6.7%	7.2%	122	17.5%	6.6%	7.1%
Grade 5	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 8	0	0.0%	8.3%	7.7%	0	0.0%	8.3%	7.7%
Grade 9	0	0.0%	9.5%	8.7%	0	0.0%	9.5%	8.7%
Grade 10	0	0.0%	8.6%	7.9%	0	0.0%	8.6%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	6.1%	6.6%	0	0.0%	6.3%	6.6%
<b>Ethnic Distribution:</b>								
African American	3	0.4%	2.8%	12.8%	3	0.4%	2.8%	12.8%
Hispanic	574	82.5%	74.2%	53.0%	575	82.4%	74.1%	52.9%
White	108	15.5%	19.7%	25.6%	109	15.6%	19.8%	25.7%
American Indian	1	0.1%	0.2%	0.3%	1	0.1%	0.2%	0.3%
Asian	2	0.3%	0.4%	5.1%	2	0.3%	0.4%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	8	1.1%	2.7%	3.0%	8	1.1%	2.7%	3.0%
<b>Sex:</b>								
Female	347	49.9%	48.4%	48.8%	349	50.0%	48.3%	48.8%
Male	349	50.1%	51.6%	51.2%	349	50.0%	51.7%	51.2%
Economically Disadvantaged	617	88.6%	76.7%	62.1%	618	88.5%	76.6%	62.0%
Non-Educationally Disadvantaged	79	11.4%	23.3%	37.9%	80	11.5%	23.4%	38.0%
Section 504 Students	42	6.0%	10.3%	7.4%	42	6.0%	10.3%	7.4%
EB Students/EL	403	57.9%	41.1%	23.1%	403	57.7%	41.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	3.7%	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	49	7.0%	9.0%	5.5%	49	7.0%	9.0%	5.5%
Foster Care	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Homeless	16	2.3%	3.9%	1.3%	16	2.3%	3.9%	1.3%
Immigrant	35	5.0%	2.1%	2.2%	35	5.0%	2.1%	2.2%
Migrant	1	0.1%	0.3%	0.3%	1	0.1%	0.3%	0.3%
Title I	696	100.0%	68.0%	64.6%	698	100.0%	68.0%	64.6%
Military Connected	0	0.0%	0.6%	3.6%	0	0.0%	0.6%	3.6%
At-Risk	558	80.2%	70.8%	53.3%	558	79.9%	70.7%	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	403	57.9%	40.4%	23.2%	403	57.7%	40.3%	23.2%
Career and Technical Education	0	0.0%	23.1%	26.5%	0	0.0%	23.0%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	61.9%	72.3%	0	-	61.5%	72.2%
Gifted and Talented Education	44	6.3%	7.2%	8.2%	44	6.3%	7.2%	8.2%
Special Education	109	15.7%	12.8%	12.6%	111	15.9%	13.1%	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	109							
By Type of Primary Disability								
Students with Intellectual Disabilities	33	30.3%	54.3%	44.1%				
Students with Physical Disabilities	44	40.4%	20.3%	20.0%				
Students with Autism	22	20.2%	9.8%	15.5%				
Students with Behavioral Disabilities	**	**	15.1%	18.8%				
Students with Non-Categorical Early Childhood	*	*	0.6%	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	83	16.3%	14.9%	16.8%				
By Ethnicity:								
African American	0	0.0%	0.7%	3.3%				
Hispanic	68	13.3%	10.6%	8.7%				
White	10	2.0%	2.9%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	5	1.0%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	12	14.5%	16.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	46	15.3%	14.9%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	69	17.7%	15.0%	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	101	18.2%	16.3%	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	0.0%	0.0%	1.5%	5.9%	1.9%	4.5%
Grade 1	0.0%	0.1%	2.5%	0.0%	0.0%	3.6%
Grade 2	0.0%	0.3%	1.6%	0.0%	1.4%	2.0%
Grade 3	0.0%	0.1%	0.8%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	-	0.3%	0.3%	-	0.8%	0.4%
Grade 7	-	0.2%	0.4%	-	0.0%	0.5%
Grade 8	-	0.2%	0.4%	-	0.0%	0.5%
Grade 9	-	13.6%	8.7%	-	23.5%	12.6%

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	18.0	18.5	18.7
Grade 1	21.8	20.2	19.1
Grade 2	19.4	18.7	19.1
Grade 3	17.8	18.7	19.3
Grade 4	20.3	20.3	19.4
Grade 5	-	22.5	20.8
Grade 6	-	24.3	19.2
<b>Secondary:</b>			
English/Language Arts	-	15.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	17.7	17.5
Science	-	20.4	18.5
Social Studies	-	20.1	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	85.7	100.0%	100.0%	100.0%
Professional Staff:	59.0	68.8%	71.8%	64.1%
Teachers	48.4	56.5%	55.0%	48.7%
Professional Support	6.7	7.8%	11.3%	10.9%
Campus Administration (School Leadership)	3.9	4.5%	4.3%	3.3%
Educational Aides:	26.7	31.2%	19.1%	11.3%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	10.0	4,258.0
Part-time Librarians	0.0	n/a	1.0	646.0
Full-time Counselors	1.0	n/a	26.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	37.0	43.2%	35.6%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	0.6	1.3%	6.3%	11.8%
Hispanic	17.8	36.7%	22.4%	29.6%
White	29.0	59.9%	68.4%	54.9%
American Indian	1.0	2.1%	0.1%	0.3%
Asian	0.0	0.0%	0.8%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	2.0%	1.2%
<b>Teachers by Sex:</b>				
Males	4.0	8.3%	24.5%	24.4%
Females	44.4	91.7%	75.5%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	5.8	12.0%	5.8%	2.0%
Bachelors	33.9	70.0%	72.7%	72.2%
Masters	8.7	18.0%	20.2%	25.0%
Doctorate	0.0	0.0%	1.2%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	5.0	10.3%	14.1%	9.7%
1-5 Years Experience	19.8	40.9%	30.8%	26.3%
6-10 Years Experience	6.1	12.7%	16.5%	20.5%
11-20 Years Experience	11.3	23.3%	20.9%	27.2%
21-30 Years Experience	6.2	12.8%	14.4%	13.3%
Over 30 Years Experience	0.0	0.0%	3.3%	2.9%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	14.4	n/a	15.9	14.8

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	4.0	5.1	6.1
Average Years Experience of Principals with District	4.0	5.1	5.3
Average Years Experience of Assistant Principals	3.0	5.2	5.2
Average Years Experience of Assistant Principals with District	3.0	4.3	4.4
Average Years Experience of Teachers:	9.9	10.5	11.0
Average Years Experience of Teachers with District:	5.7	5.7	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$53,031	\$51,088	\$53,300
1-5 Years Experience	\$53,810	\$53,713	\$56,516
6-10 Years Experience	\$51,641	\$55,003	\$59,732
11-20 Years Experience	\$56,747	\$57,689	\$63,389
21-30 Years Experience	\$59,495	\$63,723	\$67,876
Over 30 Years Experience	-	\$71,963	\$72,560
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$54,868	\$56,432	\$60,717
Professional Support	\$64,850	\$68,746	\$72,022
Campus Administration (School Leadership)	\$78,574	\$82,355	\$85,167
Instructional Staff Percent:	n/a	77.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	7.2	14.8%	8.3%	5.9%
Career and Technical Education	0.0	0.0%	4.5%	5.4%
Compensatory Education	8.5	17.5%	9.4%	3.2%
Gifted and Talented Education	0.0	0.0%	0.8%	1.7%
Regular Education	26.1	54.0%	57.5%	70.6%
Special Education	6.6	13.7%	12.4%	9.7%
Other	0.0	0.0%	7.0%	3.5%



Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
**RED ROCK EL (011901107) - BASTROP ISD - BASTROP COUNTY**

- Indicates there is no data for the item.
- \* Indicates results are masked due to small numbers.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

## **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: BASTROP ISD**

**Campus Name: CEDAR CREEK INT**

**Campus Number: 011901108**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
<b>Grade 5 Reading</b>																	
At Approaches Grade Level or Above	2023	81%	61%	<b>55%</b>	*	53%	71%	-	-	-	60%	10%	88%	58%	50%	52%	54%
	2022	81%	64%	<b>61%</b>	*	58%	83%	-	-	-	70%	18%	67%	63%	57%	59%	53%
At Meets Grade Level or Above	2023	57%	32%	<b>24%</b>	*	20%	52%	-	-	-	60%	5%	31%	27%	20%	20%	20%
	2022	58%	37%	<b>34%</b>	*	29%	66%	-	-	-	60%	3%	33%	38%	28%	32%	25%
At Masters Grade Level	2023	28%	10%	<b>7%</b>	*	6%	12%	-	-	-	60%	0%	6%	7%	7%	6%	6%
	2022	36%	20%	<b>18%</b>	*	14%	43%	-	-	-	40%	0%	8%	20%	14%	16%	12%
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2023	80%	62%	<b>55%</b>	*	52%	83%	-	-	-	60%	19%	88%	57%	51%	52%	53%
	2022	77%	57%	<b>52%</b>	*	48%	74%	-	-	-	80%	18%	58%	57%	42%	49%	48%
At Meets Grade Level or Above	2023	51%	30%	<b>25%</b>	*	22%	44%	-	-	-	60%	3%	50%	27%	21%	22%	21%
	2022	48%	26%	<b>21%</b>	*	19%	34%	-	-	-	40%	6%	21%	24%	15%	19%	19%
At Masters Grade Level	2023	21%	10%	<b>6%</b>	*	5%	12%	-	-	-	40%	0%	6%	8%	4%	5%	5%
	2022	25%	10%	<b>5%</b>	*	4%	17%	-	-	-	10%	1%	4%	7%	1%	4%	3%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2023	65%	55%	<b>51%</b>	*	47%	81%	-	-	-	60%	16%	81%	55%	43%	49%	47%
	2022	66%	53%	<b>48%</b>	*	44%	74%	-	-	-	70%	16%	46%	53%	36%	44%	42%
At Meets Grade Level or Above	2023	36%	25%	<b>20%</b>	*	16%	48%	-	-	-	60%	3%	31%	22%	16%	17%	13%
	2022	38%	26%	<b>23%</b>	*	17%	60%	-	-	-	40%	8%	25%	25%	19%	20%	14%
At Masters Grade Level	2023	16%	11%	<b>8%</b>	*	5%	29%	-	-	-	40%	2%	6%	9%	7%	5%	5%
	2022	18%	9%	<b>7%</b>	*	6%	15%	-	-	-	0%	2%	0%	7%	6%	6%	6%
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2023	77%	56%	<b>52%</b>	*	48%	88%	-	-	-	75%	14%	55%	55%	46%	50%	45%
	2022	70%	54%	<b>49%</b>	17%	45%	79%	-	*	-	57%	11%	76%	50%	47%	46%	42%
At Meets Grade Level or Above	2023	52%	29%	<b>25%</b>	*	21%	60%	-	-	-	38%	6%	25%	28%	19%	22%	18%
	2022	43%	27%	<b>22%</b>	0%	18%	53%	-	*	-	43%	3%	41%	24%	19%	18%	15%
At Masters Grade Level	2023	22%	10%	<b>7%</b>	*	5%	24%	-	-	-	0%	0%	0%	8%	5%	6%	3%
	2022	23%	12%	<b>9%</b>	0%	6%	30%	-	*	-	14%	0%	18%	8%	12%	6%	6%
<b>Grade 6 Mathematics</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	75%	56%	<b>53%</b>	*	50%	76%	-	-	-	88%	23%	58%	54%	52%	52%	49%
	2022	73%	61%	<b>53%</b>	17%	51%	74%	-	*	-	57%	3%	65%	55%	49%	50%	48%
At Meets Grade Level or Above	2023	40%	23%	<b>16%</b>	*	14%	31%	-	-	-	25%	6%	16%	17%	13%	15%	11%
	2022	39%	25%	<b>16%</b>	0%	13%	40%	-	*	-	29%	2%	24%	19%	12%	13%	12%
At Masters Grade Level	2023	16%	7%	<b>1%</b>	*	1%	7%	-	-	-	0%	0%	0%	1%	2%	1%	1%
	2022	16%	9%	<b>5%</b>	0%	3%	15%	-	*	-	14%	0%	18%	6%	3%	3%	3%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2023	76%	63%	<b>53%</b>	46%	50%	80%	-	-	-	71%	17%	72%	56%	49%	51%	49%
	2022	74%	60%	<b>53%</b>	33%	49%	77%	-	*	-	68%	13%	61%	56%	46%	50%	46%
At Meets Grade Level or Above	2023	49%	34%	<b>22%</b>	15%	19%	47%	-	-	-	45%	5%	30%	24%	18%	19%	16%
	2022	48%	33%	<b>23%</b>	6%	19%	51%	-	*	-	43%	4%	28%	26%	19%	20%	17%
At Masters Grade Level	2023	20%	10%	<b>6%</b>	0%	4%	17%	-	-	-	23%	0%	3%	6%	5%	4%	4%
	2022	23%	13%	<b>9%</b>	0%	7%	24%	-	*	-	16%	1%	8%	10%	7%	7%	6%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	62%	<b>53%</b>	40%	50%	80%	-	-	-	69%	13%	69%	56%	48%	51%	49%
	2022	75%	60%	<b>55%</b>	38%	52%	81%	-	*	-	65%	15%	71%	57%	52%	53%	48%
At Meets Grade Level or Above	2023	53%	35%	<b>24%</b>	20%	21%	56%	-	-	-	46%	5%	28%	27%	20%	21%	19%
	2022	53%	37%	<b>28%</b>	13%	24%	60%	-	*	-	53%	3%	37%	31%	24%	25%	20%
At Masters Grade Level	2023	20%	9%	<b>7%</b>	0%	5%	18%	-	-	-	23%	0%	3%	7%	6%	6%	4%
	2022	25%	14%	<b>14%</b>	0%	10%	37%	-	*	-	29%	0%	12%	14%	13%	11%	9%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	61%	<b>54%</b>	60%	51%	80%	-	-	-	77%	21%	71%	55%	52%	52%	51%
	2022	72%	59%	<b>53%</b>	25%	50%	74%	-	*	-	71%	11%	61%	56%	45%	49%	48%
At Meets Grade Level or Above	2023	45%	30%	<b>20%</b>	20%	17%	37%	-	-	-	38%	5%	31%	22%	17%	18%	15%
	2022	42%	29%	<b>19%</b>	0%	16%	37%	-	*	-	35%	4%	22%	21%	13%	16%	15%
At Masters Grade Level	2023	19%	10%	<b>4%</b>	0%	3%	10%	-	-	-	15%	0%	3%	4%	3%	3%	3%
	2022	20%	10%	<b>5%</b>	0%	3%	16%	-	*	-	12%	1%	10%	6%	2%	3%	3%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2023	77%	67%	<b>51%</b>	*	47%	81%	-	-	-	60%	16%	81%	55%	43%	49%	47%
	2022	76%	63%	<b>48%</b>	*	44%	74%	-	-	-	70%	16%	46%	53%	36%	44%	42%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	47%	34%	20%	*	16%	48%	-	-	-	60%	3%	31%	22%	16%	17%	13%
	2022	47%	32%	23%	*	17%	60%	-	-	-	40%	8%	25%	25%	19%	20%	14%
At Masters Grade Level	2023	18%	10%	8%	*	5%	29%	-	-	-	40%	2%	6%	9%	7%	5%	5%
	2022	21%	11%	7%	*	6%	15%	-	-	-	0%	2%	0%	7%	6%	6%	6%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>5th Graders</b>																	
Reading and Mathematics	2023	43%	22%	15%	*	11%	41%	-	-	-	60%	3%	13%	18%	11%	11%	11%
	2022	41%	20%	15%	*	12%	32%	-	-	-	30%	1%	21%	17%	9%	12%	11%
Reading and Mathematics Including EOC	2023	43%	22%	15%	*	11%	41%	-	-	-	60%	3%	13%	18%	11%	11%	11%
	2022	41%	20%	15%	*	12%	32%	-	-	-	30%	1%	21%	17%	9%	12%	11%
Reading Including EOC	2023	57%	32%	24%	*	20%	52%	-	-	-	60%	5%	31%	27%	20%	20%	20%
	2022	58%	37%	34%	*	29%	66%	-	-	-	60%	3%	33%	38%	28%	32%	25%
Math Including EOC	2023	51%	30%	25%	*	22%	44%	-	-	-	60%	3%	50%	27%	21%	22%	21%
	2022	48%	26%	21%	*	19%	34%	-	-	-	40%	6%	21%	24%	15%	19%	19%
<b>6th Graders</b>																	
Reading and Mathematics	2023	35%	18%	12%	*	10%	29%	-	-	-	13%	2%	5%	13%	8%	10%	7%
	2022	31%	18%	13%	0%	10%	32%	-	*	-	29%	2%	24%	15%	10%	9%	9%
Reading and Mathematics Including EOC	2023	35%	18%	12%	*	10%	29%	-	-	-	13%	2%	5%	13%	8%	10%	7%
	2022	31%	18%	13%	0%	10%	32%	-	*	-	29%	2%	24%	15%	10%	9%	9%
Reading Including EOC	2023	52%	29%	25%	*	21%	60%	-	-	-	38%	6%	25%	28%	19%	22%	18%
	2022	43%	27%	22%	0%	18%	53%	-	*	-	43%	3%	41%	24%	19%	18%	15%
Math Including EOC	2023	40%	23%	16%	*	14%	31%	-	-	-	25%	6%	16%	17%	13%	15%	11%
	2022	40%	25%	16%	0%	13%	40%	-	*	-	29%	2%	24%	19%	12%	13%	12%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2023	37%	21%	13%	0%	11%	35%	-	-	-	31%	2%	9%	15%	10%	11%	9%
	2022	34%	20%	14%	0%	11%	32%	-	*	-	29%	2%	22%	16%	9%	11%	10%
Reading and Mathematics Including EOC	2023	39%	23%	13%	0%	11%	35%	-	-	-	31%	2%	9%	15%	10%	11%	9%
	2022	36%	21%	14%	0%	11%	32%	-	*	-	29%	2%	22%	16%	9%	11%	10%
Reading Including EOC	2023	53%	34%	24%	20%	21%	56%	-	-	-	46%	5%	28%	27%	20%	21%	19%
	2022	53%	38%	28%	13%	24%	60%	-	*	-	53%	3%	37%	31%	24%	25%	20%
Math Including EOC	2023	47%	30%	20%	20%	17%	37%	-	-	-	38%	5%	31%	22%	17%	18%	15%
	2022	43%	28%	19%	0%	16%	37%	-	*	-	35%	4%	22%	21%	13%	16%	15%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

- \* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Progress (TAPR)**  
CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
Grade 5 ELA/Reading	2023	65%	43%	<b>42%</b>	*	40%	60%	-	-	-	60%	18%	38%	45%	38%	40%	41%
Grade 5 Mathematics	2023	71%	64%	<b>59%</b>	*	58%	71%	-	-	-	80%	53%	66%	62%	55%	57%	57%
Grade 6 ELA/Reading	2023	51%	37%	<b>34%</b>	*	32%	55%	-	-	-	25%	25%	28%	34%	34%	34%	31%
Grade 6 Mathematics	2023	54%	51%	<b>47%</b>	*	47%	46%	-	-	-	44%	48%	29%	45%	49%	46%	44%
All Grades Both Subjects	2023	64%	55%	<b>45%</b>	20%	44%	58%	-	-	-	48%	36%	39%	46%	44%	44%	42%
All Grades ELA/Reading	2023	63%	51%	<b>38%</b>	0%	36%	57%	-	-	-	38%	22%	32%	39%	36%	37%	35%
All Grades Mathematics	2023	66%	60%	<b>52%</b>	40%	52%	59%	-	-	-	58%	51%	46%	53%	52%	51%	49%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
Grade 5 ELA/Reading	2023	37%	21%	<b>21%</b>	*	19%	40%	-	-	-	*	2%	*	21%	21%	20%	23%
Grade 5 Mathematics	2023	48%	34%	<b>32%</b>	*	30%	64%	-	-	-	*	15%	60%	35%	27%	30%	31%
Grade 6 ELA/Reading	2023	26%	15%	<b>11%</b>	-	11%	*	-	-	-	*	6%	0%	9%	14%	12%	9%
Grade 6 Mathematics	2023	35%	27%	<b>25%</b>	*	25%	22%	-	-	-	*	17%	17%	23%	28%	24%	23%
All Grades Both Subjects	2023	38%	29%	<b>23%</b>	40%	22%	41%	-	-	-	29%	10%	24%	23%	23%	22%	22%
All Grades ELA/Reading	2023	35%	26%	<b>16%</b>	*	14%	33%	-	-	-	*	4%	10%	15%	17%	15%	15%
All Grades Mathematics	2023	40%	32%	<b>28%</b>	*	27%	48%	-	-	-	*	16%	36%	29%	27%	27%	27%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.



Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2023	76%	63%	<b>53%</b>	47%	47%	-	-	-	47%	60%	63%	53%	66%	69%	60%	48%	94%
	2022	74%	60%	<b>53%</b>	43%	-	-	-	-	43%	54%	-	51%	60%	43%	62%	44%	84%
At Meets Grade Level or Above	2023	49%	34%	<b>22%</b>	15%	15%	-	-	-	15%	18%	23%	6%	12%	13%	32%	15%	68%
	2022	48%	33%	<b>23%</b>	15%	-	-	-	-	15%	16%	-	15%	18%	23%	33%	15%	51%
At Masters Grade Level	2023	20%	10%	<b>6%</b>	3%	3%	-	-	-	3%	5%	7%	0%	2%	0%	10%	3%	19%
	2022	23%	13%	<b>9%</b>	5%	-	-	-	-	5%	5%	-	4%	5%	9%	13%	5%	21%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2023	77%	62%	<b>53%</b>	46%	46%	-	-	-	47%	61%	70%	44%	80%	86%	61%	48%	93%
	2022	75%	60%	<b>55%</b>	44%	-	-	-	-	44%	59%	-	55%	68%	43%	66%	45%	90%
At Meets Grade Level or Above	2023	53%	35%	<b>24%</b>	17%	17%	-	-	-	17%	20%	23%	13%	20%	14%	35%	17%	79%
	2022	53%	37%	<b>28%</b>	18%	-	-	-	-	18%	19%	-	18%	21%	21%	41%	18%	60%
At Masters Grade Level	2023	20%	9%	<b>7%</b>	4%	4%	-	-	-	4%	7%	10%	0%	7%	0%	11%	4%	21%
	2022	25%	14%	<b>14%</b>	8%	-	-	-	-	8%	7%	-	8%	5%	7%	21%	8%	23%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2023	75%	61%	<b>54%</b>	49%	49%	-	-	-	49%	59%	57%	63%	47%	71%	60%	50%	93%
	2022	72%	59%	<b>53%</b>	45%	-	-	-	-	45%	56%	-	53%	63%	36%	60%	46%	80%
At Meets Grade Level or Above	2023	45%	30%	<b>20%</b>	15%	15%	-	-	-	15%	13%	20%	0%	7%	14%	27%	15%	50%
	2022	42%	29%	<b>19%</b>	13%	-	-	-	-	13%	19%	-	15%	26%	14%	24%	13%	47%
At Masters Grade Level	2023	19%	10%	<b>4%</b>	2%	2%	-	-	-	2%	2%	3%	0%	0%	0%	5%	2%	14%
	2022	20%	10%	<b>5%</b>	2%	-	-	-	-	2%	3%	-	0%	11%	7%	8%	2%	17%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2023	77%	67%	<b>51%</b>	45%	45%	-	-	-	44%	63%	63%	-	73%	*	58%	46%	*
	2022	76%	63%	<b>48%</b>	39%	-	-	-	-	39%	43%	-	39%	47%	57%	57%	40%	80%
At Meets Grade Level or Above	2023	47%	34%	<b>20%</b>	11%	11%	-	-	-	11%	25%	25%	-	9%	*	33%	12%	*
	2022	47%	32%	<b>23%</b>	13%	-	-	-	-	13%	8%	-	11%	5%	43%	36%	13%	40%
At Masters Grade Level	2023	18%	10%	<b>8%</b>	4%	4%	-	-	-	4%	8%	8%	-	0%	*	15%	4%	*
	2022	21%	11%	<b>7%</b>	5%	-	-	-	-	5%	3%	-	6%	0%	14%	9%	5%	30%
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2023	64%	55%	<b>45%</b>	41%	41%	-	-	-	41%	45%	51%	34%	37%	54%	50%	42%	73%
All Grades ELA/Reading	2023	63%	51%	<b>38%</b>	34%	34%	-	-	-	34%	37%	47%	19%	37%	43%	42%	34%	81%
All Grades Mathematics	2023	66%	60%	<b>52%</b>	49%	49%	-	-	-	48%	53%	55%	50%	37%	64%	58%	49%	65%
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2023	38%	29%	<b>23%</b>	21%	21%	-	-	-	21%	29%	38%	14%	30%	67%	25%	22%	*

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	26%	16%	14%	14%	-	-	-	15%	25%	40%	0%	*	*	16%	15%	*
All Grades Mathematics	2023	40%	32%	28%	26%	26%	-	-	-	27%	32%	36%	25%	17%	60%	31%	27%	*

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	<b>99%</b>	100%	99%	99%	-	-	-	100%	98%	99%	99%	98%	99%	99%
Included in Accountability	93%	91%	<b>91%</b>	87%	91%	93%	-	-	-	100%	91%	99%	96%	84%	91%	92%
Not Included in Accountability: Mobile	4%	5%	<b>6%</b>	0%	6%	6%	-	-	-	0%	5%	0%	2%	11%	6%	5%
Not Included in Accountability: Other Exclusions	2%	3%	<b>2%</b>	13%	2%	0%	-	-	-	0%	3%	0%	1%	2%	2%	2%
Not Tested	1%	1%	<b>1%</b>	0%	1%	1%	-	-	-	0%	2%	1%	1%	2%	1%	1%
Absent	1%	1%	<b>1%</b>	0%	1%	1%	-	-	-	0%	2%	1%	1%	2%	1%	1%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>99%</b>	100%	99%	100%	-	-	-	100%	99%	100%	99%	99%	99%	100%
Included in Accountability	92%	90%	<b>91%</b>	83%	91%	93%	-	-	-	100%	90%	100%	96%	84%	91%	92%
Not Included in Accountability: Mobile	4%	5%	<b>6%</b>	0%	6%	7%	-	-	-	0%	5%	0%	2%	11%	6%	5%
Not Included in Accountability: Other Exclusions	3%	5%	<b>2%</b>	17%	2%	0%	-	-	-	0%	4%	0%	1%	3%	2%	3%
Not Tested	1%	1%	<b>1%</b>	0%	1%	0%	-	-	-	0%	1%	0%	1%	1%	1%	0%
Absent	1%	1%	<b>1%</b>	0%	1%	0%	-	-	-	0%	1%	0%	1%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>98%</b>	100%	98%	98%	-	-	-	100%	97%	97%	98%	97%	98%	99%
Included in Accountability	94%	92%	<b>91%</b>	83%	91%	92%	-	-	-	100%	91%	97%	95%	84%	90%	92%
Not Included in Accountability: Mobile	5%	5%	<b>6%</b>	0%	6%	6%	-	-	-	0%	4%	0%	2%	11%	6%	5%
Not Included in Accountability: Other Exclusions	1%	2%	<b>1%</b>	17%	1%	0%	-	-	-	0%	2%	0%	1%	2%	1%	1%
Not Tested	1%	2%	<b>2%</b>	0%	2%	2%	-	-	-	0%	3%	3%	2%	3%	2%	1%
Absent	1%	1%	<b>2%</b>	0%	2%	2%	-	-	-	0%	3%	3%	2%	3%	2%	1%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	98%	<b>99%</b>	*	99%	100%	-	-	-	100%	100%	100%	100%	98%	99%	99%
Included in Accountability	93%	93%	<b>92%</b>	*	91%	95%	-	-	-	100%	94%	100%	96%	85%	92%	91%
Not Included in Accountability: Mobile	4%	4%	<b>6%</b>	*	6%	5%	-	-	-	0%	5%	0%	3%	10%	6%	6%
Not Included in Accountability: Other Exclusions	1%	1%	<b>1%</b>	*	2%	0%	-	-	-	0%	2%	0%	1%	2%	1%	2%
Not Tested	1%	2%	<b>1%</b>	*	1%	0%	-	-	-	0%	0%	0%	0%	2%	1%	1%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	
Absent	1%	2%	1%	*	1%	0%	-	-	-	0%	0%	0%	0%	2%	1%	1%	
Other	0%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	
2022 STAAR Participation (All Grades)																	
All Tests																	
Assessment Participant	99%	98%	99%	100%	99%	97%	-	*	-	100%	98%	100%	99%	98%	99%	99%	
Included in Accountability	93%	92%	93%	86%	93%	92%	-	*	-	96%	88%	97%	96%	87%	93%	93%	
Not Included in Accountability: Mobile	5%	5%	6%	0%	6%	5%	-	*	-	4%	8%	3%	3%	10%	6%	5%	
Not Included in Accountability: Other Exclusions	1%	1%	0%	14%	0%	0%	-	*	-	0%	2%	0%	0%	1%	0%	0%	
Not Tested	1%	2%	1%	0%	1%	3%	-	*	-	0%	2%	0%	1%	2%	1%	1%	
Absent	1%	1%	1%	0%	1%	3%	-	*	-	0%	2%	0%	1%	2%	1%	1%	
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	
Reading																	
Assessment Participant	99%	98%	99%	100%	100%	97%	-	*	-	100%	99%	100%	100%	99%	99%	100%	
Included in Accountability	92%	91%	93%	89%	93%	92%	-	*	-	94%	88%	98%	96%	88%	93%	94%	
Not Included in Accountability: Mobile	5%	5%	6%	0%	6%	6%	-	*	-	6%	9%	2%	3%	10%	6%	5%	
Not Included in Accountability: Other Exclusions	2%	2%	1%	11%	0%	0%	-	*	-	0%	1%	0%	0%	1%	1%	1%	
Not Tested	1%	2%	1%	0%	0%	3%	-	*	-	0%	1%	0%	0%	1%	1%	0%	
Absent	1%	2%	1%	0%	0%	3%	-	*	-	0%	1%	0%	0%	1%	1%	0%	
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	
Mathematics																	
Assessment Participant	99%	99%	99%	100%	99%	97%	-	*	-	100%	99%	100%	99%	99%	99%	99%	
Included in Accountability	93%	93%	93%	89%	93%	92%	-	*	-	94%	89%	98%	96%	88%	93%	94%	
Not Included in Accountability: Mobile	5%	6%	6%	0%	6%	6%	-	*	-	6%	8%	2%	3%	10%	6%	5%	
Not Included in Accountability: Other Exclusions	1%	0%	0%	11%	0%	0%	-	*	-	0%	1%	0%	0%	0%	0%	0%	
Not Tested	1%	1%	1%	0%	1%	3%	-	*	-	0%	1%	0%	1%	1%	1%	1%	
Absent	1%	1%	1%	0%	1%	3%	-	*	-	0%	1%	0%	1%	1%	1%	1%	
Other	0%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	
Science																	
Assessment Participant	98%	98%	98%	*	98%	98%	-	-	-	100%	95%	100%	98%	97%	98%	97%	
Included in Accountability	93%	93%	92%	*	91%	93%	-	-	-	100%	84%	96%	95%	86%	91%	91%	
Not Included in Accountability: Mobile	4%	5%	6%	*	6%	5%	-	-	-	0%	8%	4%	3%	10%	6%	6%	

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	-	0%	3%	0%	0%	1%	0%	0%
Not Tested	2%	2%	2%	*	2%	2%	-	-	-	0%	5%	0%	2%	3%	2%	3%
Absent	1%	2%	2%	*	2%	2%	-	-	-	0%	5%	0%	2%	3%	2%	3%
Other	0%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	90.6%	<b>90.0%</b>	92.5%	89.7%	91.6%	*	*	-	88.2%	86.7%	89.6%	90.3%
2020-21	95.0%	92.0%	<b>90.8%</b>	95.0%	90.3%	93.5%	-	*	*	92.8%	86.9%	89.5%	90.2%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	34.8%	<b>37.1%</b>	33.3%	37.1%	32.5%	*	*	-	72.2%	50.0%	38.4%	35.9%
2020-21	15.0%	27.7%	<b>32.9%</b>	7.1%	34.9%	22.5%	-	*	*	35.7%	50.3%	38.0%	36.0%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2021</b>													
Graduated	90.0%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	92.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.3%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	72.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	68.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	88.0%	73.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	71.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	3.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	69.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	68.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	70.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	71.3%	-	-	-	-	-	-	-	-	-	-	-



Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	-	-	858	368,686
<b>By Ethnicity:</b>				
African American	-	-	32	45,227
Hispanic	-	-	588	191,125
White	-	-	204	103,171
American Indian	-	-	1	1,159
Asian	-	-	4	18,794
Pacific Islander	-	-	2	569
Two or More Races	-	-	27	8,641
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	251	51,023
Foundation H.S. Program (Endorsement)	-	-	9	14,179
Foundation H.S. Program (DLA)	-	-	598	302,917
Special Education Graduates	-	-	84	32,447
Economically Disadvantaged Graduates	-	-	475	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	142	40,398
At-Risk Graduates	-	-	454	159,689

**There is no data for this campus.**

**There is no data for this campus.**

**There is no data for this campus.**

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	932	100.0%	12,449	5,504,150	932	100.0%	12,506	5,518,432
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	4.1%	4.4%	0	0.0%	4.0%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.1%	3.7%	0	0.0%	4.0%	3.7%
Kindergarten	0	0.0%	6.4%	6.7%	0	0.0%	6.4%	6.7%
Grade 1	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 2	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 3	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.1%
Grade 4	0	0.0%	6.7%	7.2%	0	0.0%	6.6%	7.1%
Grade 5	421	45.2%	6.4%	7.2%	421	45.2%	6.4%	7.2%
Grade 6	511	54.8%	7.4%	7.3%	511	54.8%	7.3%	7.2%
Grade 7	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 8	0	0.0%	8.3%	7.7%	0	0.0%	8.3%	7.7%
Grade 9	0	0.0%	9.5%	8.7%	0	0.0%	9.5%	8.7%
Grade 10	0	0.0%	8.6%	7.9%	0	0.0%	8.6%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	6.1%	6.6%	0	0.0%	6.3%	6.6%
<b>Ethnic Distribution:</b>								
African American	8	0.9%	2.8%	12.8%	8	0.9%	2.8%	12.8%
Hispanic	821	88.1%	74.2%	53.0%	821	88.1%	74.1%	52.9%
White	89	9.5%	19.7%	25.6%	89	9.5%	19.8%	25.7%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	0	0.0%	0.4%	5.1%	0	0.0%	0.4%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	14	1.5%	2.7%	3.0%	14	1.5%	2.7%	3.0%
<b>Sex:</b>								
Female	446	47.9%	48.4%	48.8%	446	47.9%	48.3%	48.8%
Male	486	52.1%	51.6%	51.2%	486	52.1%	51.7%	51.2%
Economically Disadvantaged	810	86.9%	76.7%	62.1%	810	86.9%	76.6%	62.0%
Non-Educationally Disadvantaged	122	13.1%	23.3%	37.9%	122	13.1%	23.4%	38.0%
Section 504 Students	108	11.6%	10.3%	7.4%	108	11.6%	10.3%	7.4%
EB Students/EL	590	63.3%	41.1%	23.1%	590	63.3%	41.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	23	2.2%	3.7%	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	133	14.3%	9.0%	5.5%	133	14.3%	9.0%	5.5%
Foster Care	1	0.1%	0.3%	0.2%	1	0.1%	0.3%	0.2%
Homeless	43	4.6%	3.9%	1.3%	43	4.6%	3.9%	1.3%
Immigrant	30	3.2%	2.1%	2.2%	30	3.2%	2.1%	2.2%
Migrant	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Title I	932	100.0%	68.0%	64.6%	932	100.0%	68.0%	64.6%
Military Connected	0	0.0%	0.6%	3.6%	0	0.0%	0.6%	3.6%
At-Risk	789	84.7%	70.8%	53.3%	789	84.7%	70.7%	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	584	62.7%	40.4%	23.2%	584	62.7%	40.3%	23.2%
Career and Technical Education	0	0.0%	23.1%	26.5%	0	0.0%	23.0%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	61.9%	72.3%	0	-	61.5%	72.2%
Gifted and Talented Education	79	8.5%	7.2%	8.2%	79	8.5%	7.2%	8.2%
Special Education	150	16.1%	12.8%	12.6%	150	16.1%	13.1%	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	150							
By Type of Primary Disability								
Students with Intellectual Disabilities	114	76.0%	54.3%	44.1%				
Students with Physical Disabilities	**	**	20.3%	20.0%				
Students with Autism	*	*	9.8%	15.5%				
Students with Behavioral Disabilities	18	12.0%	15.1%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.6%	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	132	12.9%	14.9%	16.8%				
By Ethnicity:								
African American	2	0.2%	0.7%	3.3%				
Hispanic	109	10.6%	10.6%	8.7%				
White	18	1.8%	2.9%	3.4%				
American Indian	1	0.1%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.2%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	25	14.9%	16.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	57	10.2%	14.9%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	101	13.5%	15.0%	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	67	13.8%	16.3%	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	0.0%	1.5%	-	1.9%	4.5%
Grade 1	-	0.1%	2.5%	-	0.0%	3.6%
Grade 2	-	0.3%	1.6%	-	1.4%	2.0%
Grade 3	-	0.1%	0.8%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	0.5%	0.3%	0.3%	1.4%	0.8%	0.4%
Grade 7	-	0.2%	0.4%	-	0.0%	0.5%
Grade 8	-	0.2%	0.4%	-	0.0%	0.5%
Grade 9	-	13.6%	8.7%	-	23.5%	12.6%

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	18.5	18.7
Grade 1	-	20.2	19.1
Grade 2	-	18.7	19.1
Grade 3	-	18.7	19.3
Grade 4	-	20.3	19.4
Grade 5	23.6	22.5	20.8
Grade 6	24.0	24.3	19.2
<b>Secondary:</b>			
English/Language Arts	-	15.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	17.7	17.5
Science	-	20.4	18.5
Social Studies	-	20.1	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	69.8	100.0%	100.0%	100.0%
Professional Staff:	58.1	83.3%	71.8%	64.1%
Teachers	48.4	69.4%	55.0%	48.7%
Professional Support	6.5	9.3%	11.3%	10.9%
Campus Administration (School Leadership)	3.2	4.5%	4.3%	3.3%
Educational Aides:	11.6	16.7%	19.1%	11.3%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	10.0	4,258.0
Part-time Librarians	0.0	n/a	1.0	646.0
Full-time Counselors	1.0	n/a	26.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	24.9	35.8%	35.6%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	1.0	2.1%	6.3%	11.8%
Hispanic	10.8	22.4%	22.4%	29.6%
White	33.7	69.5%	68.4%	54.9%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.8%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	2.9	6.1%	2.0%	1.2%
<b>Teachers by Sex:</b>				
Males	10.5	21.7%	24.5%	24.4%
Females	37.9	78.3%	75.5%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	4.0	8.3%	5.8%	2.0%
Bachelors	35.0	72.2%	72.7%	72.2%
Masters	8.5	17.5%	20.2%	25.0%
Doctorate	1.0	2.1%	1.2%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	8.5	17.5%	14.1%	9.7%
1-5 Years Experience	15.7	32.3%	30.8%	26.3%
6-10 Years Experience	8.8	18.2%	16.5%	20.5%
11-20 Years Experience	8.2	17.0%	20.9%	27.2%
21-30 Years Experience	6.3	13.0%	14.4%	13.3%
Over 30 Years Experience	1.0	2.1%	3.3%	2.9%



Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	19.2	n/a	15.9	14.8

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	7.0	5.1	6.1
Average Years Experience of Principals with District	7.0	5.1	5.3
Average Years Experience of Assistant Principals	4.0	5.2	5.2
Average Years Experience of Assistant Principals with District	3.0	4.3	4.4
Average Years Experience of Teachers:	9.3	10.5	11.0
Average Years Experience of Teachers with District:	6.6	5.7	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$46,820	\$51,088	\$53,300
1-5 Years Experience	\$54,081	\$53,713	\$56,516
6-10 Years Experience	\$54,633	\$55,003	\$59,732
11-20 Years Experience	\$56,674	\$57,689	\$63,389
21-30 Years Experience	\$61,369	\$63,723	\$67,876
Over 30 Years Experience	\$73,709	\$71,963	\$72,560
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$54,705	\$56,432	\$60,717
Professional Support	\$62,093	\$68,746	\$72,022
Campus Administration (School Leadership)	\$88,330	\$82,355	\$85,167
Instructional Staff Percent:	n/a	77.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	6.5	13.3%	8.3%	5.9%
Career and Technical Education	0.0	0.0%	4.5%	5.4%
Compensatory Education	2.0	4.1%	9.4%	3.2%
Gifted and Talented Education	1.0	2.1%	0.8%	1.7%
Regular Education	31.1	64.2%	57.5%	70.6%
Special Education	3.3	6.9%	12.4%	9.7%
Other	4.6	9.4%	7.0%	3.5%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
CEDAR CREEK INT (011901108) - BASTROP ISD - BASTROP COUNTY

- Indicates there is no data for the item.
- \* Indicates results are masked due to small numbers.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

## **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: BASTROP ISD**

**Campus Name: BLUEBONNET EL**

**Campus Number: 011901109**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2023	76%	66%	<b>63%</b>	*	59%	75%	-	-	-	*	37%	50%	63%	61%	60%	53%
	2022	76%	66%	<b>63%</b>	50%	60%	79%	-	-	*	*	31%	*	61%	69%	56%	50%
At Meets Grade Level or Above	2023	50%	38%	<b>40%</b>	*	34%	60%	-	-	-	*	17%	17%	42%	36%	37%	29%
	2022	51%	40%	<b>34%</b>	33%	29%	50%	-	-	*	*	23%	*	33%	38%	29%	19%
At Masters Grade Level	2023	20%	13%	<b>14%</b>	*	11%	25%	-	-	-	*	0%	17%	16%	8%	11%	7%
	2022	30%	22%	<b>22%</b>	17%	18%	33%	-	-	*	*	15%	*	20%	27%	19%	17%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2023	73%	62%	<b>65%</b>	*	61%	80%	-	-	-	80%	37%	50%	68%	59%	62%	62%
	2022	71%	62%	<b>61%</b>	33%	62%	63%	-	-	*	*	38%	*	60%	62%	56%	67%
At Meets Grade Level or Above	2023	45%	31%	<b>35%</b>	*	31%	40%	-	-	-	80%	20%	17%	35%	32%	31%	31%
	2022	43%	32%	<b>33%</b>	33%	35%	29%	-	-	*	*	15%	*	35%	27%	34%	38%
At Masters Grade Level	2023	19%	9%	<b>7%</b>	*	6%	10%	-	-	-	0%	3%	0%	6%	11%	6%	2%
	2022	21%	12%	<b>18%</b>	0%	16%	29%	-	-	*	*	8%	*	17%	19%	16%	19%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2023	77%	68%	<b>67%</b>	80%	61%	82%	*	-	*	*	44%	*	65%	73%	62%	56%
	2022	77%	64%	<b>53%</b>	*	50%	62%	-	-	-	60%	14%	*	51%	59%	49%	52%
At Meets Grade Level or Above	2023	48%	37%	<b>36%</b>	40%	30%	50%	*	-	*	*	25%	*	33%	42%	32%	27%
	2022	54%	38%	<b>26%</b>	*	21%	41%	-	-	-	40%	0%	*	24%	31%	19%	21%
At Masters Grade Level	2023	22%	14%	<b>15%</b>	40%	8%	32%	*	-	*	*	6%	*	13%	18%	10%	7%
	2022	28%	16%	<b>8%</b>	*	5%	17%	-	-	-	20%	0%	*	10%	5%	5%	2%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2023	71%	61%	<b>68%</b>	40%	68%	76%	*	-	*	*	31%	*	69%	66%	64%	64%
	2022	70%	50%	<b>37%</b>	*	34%	45%	-	-	-	60%	3%	*	40%	31%	34%	36%
At Meets Grade Level or Above	2023	48%	38%	<b>50%</b>	40%	46%	67%	*	-	*	*	25%	*	49%	53%	44%	49%
	2022	43%	25%	<b>15%</b>	*	14%	17%	-	-	-	20%	0%	*	15%	13%	14%	13%
At Masters Grade Level	2023	22%	13%	<b>23%</b>	40%	20%	29%	*	-	*	*	0%	*	25%	19%	22%	20%
	2022	23%	11%	<b>7%</b>	*	6%	7%	-	-	-	20%	0%	*	7%	8%	8%	5%
<b>All Grades All Subjects</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	76%	63%	<b>66%</b>	75%	62%	78%	*	-	*	83%	37%	55%	66%	64%	62%	58%
	2022	74%	60%	<b>53%</b>	44%	51%	61%	-	-	*	67%	17%	40%	53%	53%	49%	50%
At Meets Grade Level or Above	2023	49%	34%	<b>40%</b>	56%	35%	54%	*	-	*	83%	21%	30%	40%	41%	36%	33%
	2022	48%	33%	<b>27%</b>	22%	24%	34%	-	-	*	33%	6%	10%	27%	26%	23%	22%
At Masters Grade Level	2023	20%	10%	<b>14%</b>	38%	11%	24%	*	-	*	25%	2%	10%	14%	14%	12%	8%
	2022	23%	13%	<b>13%</b>	6%	11%	21%	-	-	*	25%	4%	0%	13%	13%	12%	10%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	62%	<b>65%</b>	88%	60%	79%	*	-	*	83%	39%	50%	64%	67%	61%	54%
	2022	75%	60%	<b>58%</b>	56%	55%	70%	-	-	*	67%	19%	20%	56%	63%	53%	51%
At Meets Grade Level or Above	2023	53%	35%	<b>38%</b>	63%	32%	55%	*	-	*	83%	20%	20%	38%	39%	35%	28%
	2022	53%	37%	<b>30%</b>	22%	25%	45%	-	-	*	50%	7%	20%	28%	34%	24%	20%
At Masters Grade Level	2023	20%	9%	<b>14%</b>	38%	10%	29%	*	-	*	33%	2%	10%	15%	13%	10%	7%
	2022	25%	14%	<b>15%</b>	11%	11%	25%	-	-	*	33%	5%	0%	15%	14%	12%	8%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	61%	<b>67%</b>	63%	64%	78%	*	-	*	83%	35%	60%	68%	62%	63%	63%
	2022	72%	59%	<b>48%</b>	33%	47%	53%	-	-	*	67%	14%	60%	50%	43%	45%	49%
At Meets Grade Level or Above	2023	45%	30%	<b>42%</b>	50%	37%	54%	*	-	*	83%	22%	40%	42%	42%	37%	39%
	2022	42%	29%	<b>23%</b>	22%	24%	23%	-	-	*	17%	5%	0%	25%	18%	23%	23%
At Masters Grade Level	2023	19%	10%	<b>14%</b>	38%	12%	20%	*	-	*	17%	2%	10%	14%	14%	13%	10%
	2022	20%	10%	<b>12%</b>	0%	11%	17%	-	-	*	17%	2%	0%	12%	12%	12%	11%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2023	37%	24%	<b>26%</b>	*	23%	35%	-	-	-	*	17%	17%	26%	25%	22%	22%
	2022	36%	25%	<b>21%</b>	33%	18%	29%	-	-	*	*	8%	*	20%	23%	19%	14%
Reading and Mathematics Including EOC	2023	37%	24%	<b>26%</b>	*	23%	35%	-	-	-	*	17%	17%	26%	25%	22%	22%
	2022	36%	25%	<b>21%</b>	33%	18%	29%	-	-	*	*	8%	*	20%	23%	19%	14%
Reading Including EOC	2023	50%	38%	<b>40%</b>	*	34%	60%	-	-	-	*	17%	17%	42%	36%	37%	29%
	2022	51%	40%	<b>34%</b>	33%	29%	50%	-	-	*	*	23%	*	33%	38%	29%	19%
Math Including EOC	2023	45%	31%	<b>35%</b>	*	31%	40%	-	-	-	80%	20%	17%	35%	32%	31%	31%
	2022	43%	32%	<b>33%</b>	33%	35%	29%	-	-	*	*	15%	*	35%	27%	34%	38%
<b>4th Graders</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2023	38%	26%	<b>31%</b>	40%	25%	48%	*	-	*	*	25%	*	30%	34%	28%	24%
	2022	36%	20%	<b>11%</b>	*	9%	17%	-	-	-	20%	0%	*	10%	13%	9%	7%
Reading and Mathematics Including EOC	2023	38%	26%	<b>31%</b>	40%	25%	48%	*	-	*	*	25%	*	30%	34%	28%	24%
	2022	36%	20%	<b>11%</b>	*	9%	17%	-	-	-	20%	0%	*	10%	13%	9%	7%
Reading Including EOC	2023	48%	37%	<b>36%</b>	40%	30%	50%	*	-	*	*	25%	*	33%	42%	32%	27%
	2022	54%	38%	<b>26%</b>	*	21%	41%	-	-	-	40%	0%	*	24%	31%	19%	21%
Math Including EOC	2023	48%	38%	<b>50%</b>	40%	46%	67%	*	-	*	*	25%	*	49%	53%	44%	49%
	2022	43%	25%	<b>15%</b>	*	14%	17%	-	-	-	20%	0%	*	15%	13%	14%	13%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2023	37%	21%	<b>28%</b>	50%	24%	41%	*	-	*	60%	20%	20%	28%	29%	25%	23%
	2022	34%	20%	<b>16%</b>	22%	13%	23%	-	-	*	17%	2%	0%	15%	17%	13%	10%
Reading and Mathematics Including EOC	2023	39%	23%	<b>28%</b>	50%	24%	41%	*	-	*	60%	20%	20%	28%	29%	25%	23%
	2022	36%	21%	<b>16%</b>	22%	13%	23%	-	-	*	17%	2%	0%	15%	17%	13%	10%
Reading Including EOC	2023	53%	34%	<b>38%</b>	63%	32%	55%	*	-	*	83%	20%	20%	38%	39%	35%	28%
	2022	53%	38%	<b>30%</b>	22%	25%	45%	-	-	*	50%	7%	20%	28%	34%	24%	20%
Math Including EOC	2023	47%	30%	<b>42%</b>	50%	37%	54%	*	-	*	83%	22%	40%	42%	42%	37%	39%
	2022	43%	28%	<b>23%</b>	22%	24%	23%	-	-	*	17%	5%	0%	25%	18%	23%	23%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Progress (TAPR)**  
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	55%	51%	<b>56%</b>	70%	49%	73%	*	-	*	*	57%	*	50%	74%	55%	52%
Grade 4 Mathematics	2023	63%	61%	<b>78%</b>	80%	77%	84%	*	-	*	*	73%	*	80%	75%	78%	75%
All Grades Both Subjects	2023	64%	55%	<b>67%</b>	75%	63%	78%	*	-	*	*	65%	44%	65%	75%	66%	64%
All Grades ELA/Reading	2023	63%	51%	<b>56%</b>	70%	49%	73%	*	-	*	*	57%	*	50%	74%	55%	52%
All Grades Mathematics	2023	66%	60%	<b>78%</b>	80%	77%	84%	*	-	*	*	73%	*	80%	75%	78%	75%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	33%	29%	<b>34%</b>	*	28%	50%	-	-	*	-	45%	*	33%	38%	31%	30%
Grade 4 Mathematics	2023	27%	22%	<b>30%</b>	*	30%	43%	-	-	*	-	9%	*	23%	46%	32%	28%
All Grades Both Subjects	2023	38%	29%	<b>32%</b>	20%	29%	46%	-	-	*	-	27%	*	28%	43%	31%	29%
All Grades ELA/Reading	2023	35%	26%	<b>34%</b>	*	28%	50%	-	-	*	-	45%	*	33%	38%	31%	30%
All Grades Mathematics	2023	40%	32%	<b>30%</b>	*	30%	43%	-	-	*	-	9%	*	23%	46%	32%	28%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.



Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2023	76%	63%	<b>66%</b>	56%	56%	-	-	-	54%	79%	79%	-	-	50%	71%	57%	100%
	2022	74%	60%	<b>53%</b>	48%	60%	-	-	38%	-	46%	46%	-	-	*	55%	47%	100%
At Meets Grade Level or Above	2023	49%	34%	<b>40%</b>	32%	32%	-	-	-	25%	43%	43%	-	-	10%	44%	31%	100%
	2022	48%	33%	<b>27%</b>	19%	29%	-	-	10%	-	29%	29%	-	-	*	30%	19%	70%
At Masters Grade Level	2023	20%	10%	<b>14%</b>	8%	8%	-	-	-	2%	7%	7%	-	-	0%	18%	7%	50%
	2022	23%	13%	<b>13%</b>	11%	20%	-	-	3%	-	0%	0%	-	-	*	16%	9%	30%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2023	77%	62%	<b>65%</b>	51%	51%	-	-	-	50%	71%	71%	-	-	60%	72%	52%	*
	2022	75%	60%	<b>58%</b>	48%	51%	-	-	45%	-	50%	50%	-	-	*	63%	48%	100%
At Meets Grade Level or Above	2023	53%	35%	<b>38%</b>	28%	28%	-	-	-	20%	29%	29%	-	-	0%	45%	26%	*
	2022	53%	37%	<b>30%</b>	15%	17%	-	-	13%	-	36%	36%	-	-	*	36%	17%	80%
At Masters Grade Level	2023	20%	9%	<b>14%</b>	7%	7%	-	-	-	3%	0%	0%	-	-	0%	19%	5%	*
	2022	25%	14%	<b>15%</b>	8%	17%	-	-	0%	-	0%	0%	-	-	*	19%	6%	40%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2023	75%	61%	<b>67%</b>	62%	62%	-	-	-	59%	86%	86%	-	-	40%	69%	62%	*
	2022	72%	59%	<b>48%</b>	48%	69%	-	-	30%	-	43%	43%	-	-	*	48%	46%	100%
At Meets Grade Level or Above	2023	45%	30%	<b>42%</b>	37%	37%	-	-	-	31%	57%	57%	-	-	20%	44%	37%	*
	2022	42%	29%	<b>23%</b>	23%	40%	-	-	8%	-	21%	21%	-	-	*	23%	22%	60%
At Masters Grade Level	2023	19%	10%	<b>14%</b>	10%	10%	-	-	-	0%	14%	14%	-	-	0%	17%	9%	*
	2022	20%	10%	<b>12%</b>	13%	23%	-	-	5%	-	0%	0%	-	-	*	12%	11%	20%
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2023	64%	55%	<b>67%</b>	59%	59%	-	-	-	-	92%	92%	-	-	*	70%	61%	100%
All Grades ELA/Reading	2023	63%	51%	<b>56%</b>	45%	45%	-	-	-	-	*	*	-	-	*	59%	49%	*
All Grades Mathematics	2023	66%	60%	<b>78%</b>	73%	73%	-	-	-	-	*	*	-	-	*	81%	73%	*
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2023	38%	29%	<b>32%</b>	24%	24%	-	-	-	-	*	*	-	-	*	34%	29%	-
All Grades ELA/Reading	2023	35%	26%	<b>34%</b>	24%	24%	-	-	-	-	*	*	-	-	*	38%	30%	-
All Grades Mathematics	2023	40%	32%	<b>30%</b>	25%	25%	-	-	-	-	*	*	-	-	*	31%	28%	-

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	<b>99%</b>	100%	100%	99%	*	-	*	86%	100%	100%	99%	99%	99%	100%
Included in Accountability	93%	91%	<b>94%</b>	80%	95%	97%	*	-	*	86%	98%	100%	98%	85%	94%	92%
Not Included in Accountability: Mobile	4%	5%	<b>3%</b>	20%	2%	2%	*	-	*	0%	0%	0%	1%	7%	3%	3%
Not Included in Accountability: Other Exclusions	2%	3%	<b>2%</b>	0%	3%	0%	*	-	*	0%	2%	0%	0%	7%	3%	5%
Not Tested	1%	1%	<b>1%</b>	0%	0%	1%	*	-	*	14%	0%	0%	1%	1%	1%	0%
Absent	1%	1%	<b>1%</b>	0%	0%	1%	*	-	*	14%	0%	0%	0%	1%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>100%</b>	100%	100%	100%	*	-	*	86%	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	90%	<b>95%</b>	80%	95%	98%	*	-	*	86%	98%	100%	99%	85%	94%	92%
Not Included in Accountability: Mobile	4%	5%	<b>3%</b>	20%	2%	2%	*	-	*	0%	0%	0%	1%	6%	3%	3%
Not Included in Accountability: Other Exclusions	3%	5%	<b>2%</b>	0%	3%	0%	*	-	*	0%	2%	0%	0%	7%	3%	5%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	*	-	*	14%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	*	-	*	14%	0%	0%	0%	1%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>99%</b>	100%	100%	98%	*	-	*	86%	100%	100%	99%	99%	99%	99%
Included in Accountability	94%	92%	<b>94%</b>	80%	94%	95%	*	-	*	86%	98%	100%	98%	84%	93%	91%
Not Included in Accountability: Mobile	5%	5%	<b>3%</b>	20%	2%	2%	*	-	*	0%	0%	0%	1%	7%	3%	3%
Not Included in Accountability: Other Exclusions	1%	2%	<b>2%</b>	0%	3%	0%	*	-	*	0%	2%	0%	0%	7%	3%	5%
Not Tested	1%	2%	<b>1%</b>	0%	0%	2%	*	-	*	14%	0%	0%	1%	1%	1%	1%
Absent	1%	1%	<b>1%</b>	0%	0%	2%	*	-	*	14%	0%	0%	1%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	-	*	0%	0%	0%	1%	0%	0%	1%
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	98%	<b>99%</b>	100%	100%	96%	-	-	*	86%	95%	100%	99%	97%	99%	100%
Included in Accountability	93%	92%	<b>94%</b>	100%	95%	93%	-	-	*	86%	95%	83%	97%	87%	94%	92%
Not Included in Accountability: Mobile	5%	5%	<b>4%</b>	0%	5%	4%	-	-	*	0%	0%	17%	2%	9%	5%	7%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	0%	1%	0%	-	-	*	0%	0%	0%	0%	1%	1%	1%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Tested	1%	2%	1%	0%	0%	4%	-	-	*	14%	5%	0%	1%	3%	1%	0%
Absent	1%	1%	1%	0%	0%	4%	-	-	*	14%	5%	0%	1%	3%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	98%	99%	100%	100%	96%	-	-	*	86%	95%	100%	99%	97%	99%	100%
Included in Accountability	92%	91%	94%	100%	95%	93%	-	-	*	86%	95%	83%	97%	87%	94%	92%
Not Included in Accountability: Mobile	5%	5%	4%	0%	5%	4%	-	-	*	0%	0%	17%	2%	9%	5%	7%
Not Included in Accountability: Other Exclusions	2%	2%	0%	0%	1%	0%	-	-	*	0%	0%	0%	0%	1%	1%	1%
Not Tested	1%	2%	1%	0%	0%	4%	-	-	*	14%	5%	0%	1%	3%	1%	0%
Absent	1%	2%	1%	0%	0%	4%	-	-	*	14%	5%	0%	1%	3%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	99%	100%	100%	96%	-	-	*	86%	95%	100%	99%	97%	99%	100%
Included in Accountability	93%	93%	94%	100%	95%	93%	-	-	*	86%	95%	83%	97%	87%	94%	92%
Not Included in Accountability: Mobile	5%	6%	4%	0%	5%	4%	-	-	*	0%	0%	17%	2%	9%	5%	7%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%	-	-	*	0%	0%	0%	0%	1%	1%	1%
Not Tested	1%	1%	1%	0%	0%	4%	-	-	*	14%	5%	0%	1%	3%	1%	0%
Absent	1%	1%	1%	0%	0%	4%	-	-	*	14%	5%	0%	1%	3%	1%	0%
Other	0%	1%	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	90.6%	<b>91.7%</b>	88.9%	91.7%	93.0%	*	-	*	85.2%	91.3%	91.3%	92.3%
2020-21	95.0%	92.0%	<b>92.9%</b>	90.8%	92.5%	95.1%	-	-	-	89.6%	92.1%	92.2%	92.4%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	34.8%	<b>30.1%</b>	46.7%	31.4%	22.4%	*	-	*	36.4%	36.0%	31.8%	28.6%
2020-21	15.0%	27.7%	<b>24.5%</b>	38.9%	26.3%	14.6%	-	-	-	38.9%	25.8%	27.3%	29.0%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2021</b>													
Graduated	90.0%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	92.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.3%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	72.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	68.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	88.0%	73.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	71.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	3.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	69.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	68.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	70.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	71.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	-	-	858	368,686
<b>By Ethnicity:</b>				
African American	-	-	32	45,227
Hispanic	-	-	588	191,125
White	-	-	204	103,171
American Indian	-	-	1	1,159
Asian	-	-	4	18,794
Pacific Islander	-	-	2	569
Two or More Races	-	-	27	8,641
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	251	51,023
Foundation H.S. Program (Endorsement)	-	-	9	14,179
Foundation H.S. Program (DLA)	-	-	598	302,917
Special Education Graduates	-	-	84	32,447
Economically Disadvantaged Graduates	-	-	475	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	142	40,398
At-Risk Graduates	-	-	454	159,689

**There is no data for this campus.**



**There is no data for this campus.**

**There is no data for this campus.**

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	750	100.0%	12,449	5,504,150	761	100.0%	12,506	5,518,432
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	10	1.3%	0.4%	0.5%
Pre-Kindergarten	71	9.5%	4.1%	4.4%	71	9.3%	4.0%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	71	9.5%	4.1%	3.7%	71	9.3%	4.0%	3.7%
Kindergarten	131	17.5%	6.4%	6.7%	131	17.2%	6.4%	6.7%
Grade 1	152	20.3%	7.3%	7.2%	152	20.0%	7.3%	7.2%
Grade 2	123	16.4%	6.9%	7.2%	124	16.3%	6.9%	7.2%
Grade 3	146	19.5%	6.9%	7.2%	146	19.2%	6.9%	7.1%
Grade 4	127	16.9%	6.7%	7.2%	127	16.7%	6.6%	7.1%
Grade 5	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 8	0	0.0%	8.3%	7.7%	0	0.0%	8.3%	7.7%
Grade 9	0	0.0%	9.5%	8.7%	0	0.0%	9.5%	8.7%
Grade 10	0	0.0%	8.6%	7.9%	0	0.0%	8.6%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	6.1%	6.6%	0	0.0%	6.3%	6.6%
<b>Ethnic Distribution:</b>								
African American	19	2.5%	2.8%	12.8%	20	2.6%	2.8%	12.8%
Hispanic	572	76.3%	74.2%	53.0%	575	75.6%	74.1%	52.9%
White	134	17.9%	19.7%	25.6%	140	18.4%	19.8%	25.7%
American Indian	4	0.5%	0.2%	0.3%	4	0.5%	0.2%	0.3%
Asian	1	0.1%	0.4%	5.1%	1	0.1%	0.4%	5.1%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	19	2.5%	2.7%	3.0%	20	2.6%	2.7%	3.0%
<b>Sex:</b>								
Female	351	46.8%	48.4%	48.8%	354	46.5%	48.3%	48.8%
Male	399	53.2%	51.6%	51.2%	407	53.5%	51.7%	51.2%
Economically Disadvantaged	588	78.4%	76.7%	62.1%	594	78.1%	76.6%	62.0%
Non-Educationally Disadvantaged	162	21.6%	23.3%	37.9%	167	21.9%	23.4%	38.0%
Section 504 Students	43	5.7%	10.3%	7.4%	43	5.7%	10.3%	7.4%
EB Students/EL	297	39.6%	41.1%	23.1%	297	39.0%	41.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	3.7%	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	50	6.7%	9.0%	5.5%	50	6.6%	9.0%	5.5%
Foster Care	9	1.2%	0.3%	0.2%	9	1.2%	0.3%	0.2%
Homeless	30	4.0%	3.9%	1.3%	30	3.9%	3.9%	1.3%
Immigrant	14	1.9%	2.1%	2.2%	14	1.8%	2.1%	2.2%
Migrant	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Title I	750	100.0%	68.0%	64.6%	761	100.0%	68.0%	64.6%
Military Connected	8	1.1%	0.6%	3.6%	8	1.1%	0.6%	3.6%
At-Risk	556	74.1%	70.8%	53.3%	556	73.1%	70.7%	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	291	38.8%	40.4%	23.2%	291	38.2%	40.3%	23.2%
Career and Technical Education	0	0.0%	23.1%	26.5%	0	0.0%	23.0%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	61.9%	72.3%	0	-	61.5%	72.2%
Gifted and Talented Education	61	8.1%	7.2%	8.2%	61	8.0%	7.2%	8.2%
Special Education	100	13.3%	12.8%	12.6%	111	14.6%	13.1%	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	100							
By Type of Primary Disability								
Students with Intellectual Disabilities	22	22.0%	54.3%	44.1%				
Students with Physical Disabilities	59	59.0%	20.3%	20.0%				
Students with Autism	11	11.0%	9.8%	15.5%				
Students with Behavioral Disabilities	8	8.0%	15.1%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.6%	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	92	15.7%	14.9%	16.8%				
By Ethnicity:								
African American	2	0.3%	0.7%	3.3%				
Hispanic	71	12.1%	10.6%	8.7%				
White	11	1.9%	2.9%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	8	1.4%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	11	10.8%	16.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	41	18.6%	14.9%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	76	17.6%	15.0%	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	126	20.4%	16.3%	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	0.0%	0.0%	1.5%	0.0%	1.9%	4.5%
Grade 1	0.0%	0.1%	2.5%	0.0%	0.0%	3.6%
Grade 2	0.0%	0.3%	1.6%	3.3%	1.4%	2.0%
Grade 3	1.0%	0.1%	0.8%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	-	0.3%	0.3%	-	0.8%	0.4%
Grade 7	-	0.2%	0.4%	-	0.0%	0.5%
Grade 8	-	0.2%	0.4%	-	0.0%	0.5%
Grade 9	-	13.6%	8.7%	-	23.5%	12.6%

Class Size Averages by Grade and Subject  
 (Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	19.8	18.5	18.7
Grade 1	19.6	20.2	19.1
Grade 2	16.2	18.7	19.1
Grade 3	18.1	18.7	19.3
Grade 4	20.2	20.3	19.4
Grade 5	-	22.5	20.8
Grade 6	-	24.3	19.2
<b>Secondary:</b>			
English/Language Arts	-	15.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	17.7	17.5
Science	-	20.4	18.5
Social Studies	-	20.1	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	93.5	100.0%	100.0%	100.0%
Professional Staff:	66.1	70.8%	71.8%	64.1%
Teachers	55.1	59.0%	55.0%	48.7%
Professional Support	7.5	8.1%	11.3%	10.9%
Campus Administration (School Leadership)	3.5	3.7%	4.3%	3.3%
Educational Aides:	27.3	29.2%	19.1%	11.3%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	10.0	4,258.0
Part-time Librarians	0.0	n/a	1.0	646.0
Full-time Counselors	1.0	n/a	26.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	46.2	49.5%	35.6%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	2.0	3.6%	6.3%	11.8%
Hispanic	24.6	44.6%	22.4%	29.6%
White	27.5	50.0%	68.4%	54.9%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	1.0	1.8%	0.8%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	2.0%	1.2%
<b>Teachers by Sex:</b>				
Males	3.9	7.2%	24.5%	24.4%
Females	51.2	92.8%	75.5%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	4.0	7.3%	5.8%	2.0%
Bachelors	39.0	70.7%	72.7%	72.2%
Masters	10.1	18.4%	20.2%	25.0%
Doctorate	2.0	3.6%	1.2%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	8.0	14.5%	14.1%	9.7%
1-5 Years Experience	12.5	22.7%	30.8%	26.3%
6-10 Years Experience	12.4	22.5%	16.5%	20.5%
11-20 Years Experience	14.2	25.8%	20.9%	27.2%
21-30 Years Experience	6.0	10.9%	14.4%	13.3%
Over 30 Years Experience	2.0	3.6%	3.3%	2.9%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	13.6	n/a	15.9	14.8

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	1.0	5.1	6.1
Average Years Experience of Principals with District	1.0	5.1	5.3
Average Years Experience of Assistant Principals	3.5	5.2	5.2
Average Years Experience of Assistant Principals with District	3.5	4.3	4.4
Average Years Experience of Teachers:	10.9	10.5	11.0
Average Years Experience of Teachers with District:	7.3	5.7	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$46,474	\$51,088	\$53,300
1-5 Years Experience	\$54,986	\$53,713	\$56,516
6-10 Years Experience	\$54,940	\$55,003	\$59,732
11-20 Years Experience	\$57,685	\$57,689	\$63,389
21-30 Years Experience	\$62,813	\$63,723	\$67,876
Over 30 Years Experience	\$70,942	\$71,963	\$72,560
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$55,868	\$56,432	\$60,717
Professional Support	\$61,056	\$68,746	\$72,022
Campus Administration (School Leadership)	\$71,439	\$82,355	\$85,167
Instructional Staff Percent:	n/a	77.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	8.8	16.0%	8.3%	5.9%
Career and Technical Education	0.0	0.0%	4.5%	5.4%
Compensatory Education	9.0	16.3%	9.4%	3.2%
Gifted and Talented Education	1.0	1.8%	0.8%	1.7%
Regular Education	31.1	56.4%	57.5%	70.6%
Special Education	5.2	9.4%	12.4%	9.7%
Other	0.0	0.0%	7.0%	3.5%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
BLUEBONNET EL (011901109) - BASTROP ISD - BASTROP COUNTY

- Indicates there is no data for the item.
- \* Indicates results are masked due to small numbers.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.



## **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: BASTROP ISD**

**Campus Name: LOST PINES EL**

**Campus Number: 011901110**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2023	76%	66%	<b>65%</b>	*	63%	71%	-	-	*	*	18%	*	65%	64%	62%	59%
	2022	76%	66%	<b>62%</b>	*	59%	89%	-	-	-	-	15%	*	61%	67%	59%	53%
At Meets Grade Level or Above	2023	50%	38%	<b>35%</b>	*	31%	57%	-	-	*	*	12%	*	35%	36%	29%	23%
	2022	51%	40%	<b>43%</b>	*	40%	67%	-	-	-	-	8%	*	46%	28%	40%	33%
At Masters Grade Level	2023	20%	13%	<b>15%</b>	*	10%	50%	-	-	*	*	0%	*	15%	12%	11%	7%
	2022	30%	22%	<b>23%</b>	*	22%	33%	-	-	-	-	0%	*	26%	11%	22%	19%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2023	73%	62%	<b>62%</b>	*	58%	80%	-	-	-	*	18%	*	62%	63%	58%	57%
	2022	71%	62%	<b>58%</b>	*	54%	89%	-	-	-	-	8%	*	57%	61%	53%	46%
At Meets Grade Level or Above	2023	45%	31%	<b>33%</b>	*	26%	67%	-	-	-	*	6%	*	33%	33%	30%	22%
	2022	43%	32%	<b>25%</b>	*	22%	44%	-	-	-	-	8%	*	28%	11%	20%	23%
At Masters Grade Level	2023	19%	9%	<b>8%</b>	*	6%	27%	-	-	-	*	0%	*	8%	8%	7%	5%
	2022	21%	12%	<b>4%</b>	*	3%	11%	-	-	-	-	0%	*	4%	6%	3%	4%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2023	77%	68%	<b>70%</b>	*	67%	85%	-	-	-	*	13%	*	64%	83%	68%	57%
	2022	77%	64%	<b>62%</b>	-	60%	85%	-	-	-	40%	0%	100%	69%	44%	60%	56%
At Meets Grade Level or Above	2023	48%	37%	<b>47%</b>	*	43%	69%	-	-	-	*	13%	*	48%	43%	46%	31%
	2022	54%	38%	<b>34%</b>	-	31%	54%	-	-	-	20%	0%	60%	38%	22%	33%	26%
At Masters Grade Level	2023	22%	14%	<b>14%</b>	*	10%	38%	-	-	-	*	0%	*	13%	17%	13%	11%
	2022	28%	16%	<b>13%</b>	-	12%	23%	-	-	-	0%	0%	40%	15%	7%	11%	9%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2023	71%	61%	<b>63%</b>	*	61%	85%	-	-	-	*	13%	*	62%	67%	60%	48%
	2022	70%	50%	<b>46%</b>	-	45%	69%	-	-	-	0%	8%	100%	54%	26%	45%	37%
At Meets Grade Level or Above	2023	48%	38%	<b>39%</b>	*	39%	38%	-	-	-	*	13%	*	42%	33%	38%	34%
	2022	43%	25%	<b>20%</b>	-	21%	23%	-	-	-	0%	0%	40%	25%	7%	18%	19%
At Masters Grade Level	2023	22%	13%	<b>12%</b>	*	13%	0%	-	-	-	*	0%	*	15%	3%	10%	11%
	2022	23%	11%	<b>11%</b>	-	9%	23%	-	-	-	0%	0%	20%	13%	4%	8%	5%
<b>All Grades All Subjects</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	76%	63%	<b>65%</b>	*	62%	80%	-	-	*	100%	15%	83%	63%	70%	62%	55%
	2022	74%	60%	<b>57%</b>	*	55%	82%	-	-	-	20%	8%	100%	60%	47%	54%	48%
At Meets Grade Level or Above	2023	49%	34%	<b>38%</b>	*	34%	58%	-	-	*	83%	11%	25%	39%	37%	35%	28%
	2022	48%	33%	<b>30%</b>	*	29%	45%	-	-	-	10%	4%	42%	35%	17%	28%	25%
At Masters Grade Level	2023	20%	10%	<b>12%</b>	*	10%	29%	-	-	*	17%	0%	0%	13%	10%	10%	9%
	2022	23%	13%	<b>13%</b>	*	12%	23%	-	-	-	0%	0%	25%	15%	7%	11%	9%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	62%	<b>67%</b>	*	64%	78%	-	-	*	*	15%	83%	65%	75%	65%	58%
	2022	75%	60%	<b>62%</b>	*	59%	86%	-	-	-	40%	8%	100%	65%	53%	59%	55%
At Meets Grade Level or Above	2023	53%	35%	<b>41%</b>	*	37%	63%	-	-	*	*	12%	17%	41%	40%	37%	27%
	2022	53%	37%	<b>38%</b>	*	36%	59%	-	-	-	20%	4%	50%	43%	24%	37%	30%
At Masters Grade Level	2023	20%	9%	<b>15%</b>	*	10%	44%	-	-	*	*	0%	0%	15%	15%	12%	9%
	2022	25%	14%	<b>18%</b>	*	17%	27%	-	-	-	0%	0%	33%	21%	9%	17%	14%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	61%	<b>63%</b>	*	59%	82%	-	-	-	*	15%	83%	62%	65%	59%	52%
	2022	72%	59%	<b>52%</b>	*	50%	77%	-	-	-	0%	8%	100%	56%	40%	49%	41%
At Meets Grade Level or Above	2023	45%	30%	<b>36%</b>	*	32%	54%	-	-	-	*	9%	33%	37%	33%	34%	28%
	2022	42%	29%	<b>22%</b>	*	21%	32%	-	-	-	0%	4%	33%	27%	9%	19%	21%
At Masters Grade Level	2023	19%	10%	<b>10%</b>	*	9%	14%	-	-	-	*	0%	0%	11%	6%	8%	8%
	2022	20%	10%	<b>7%</b>	*	6%	18%	-	-	-	0%	0%	17%	8%	4%	6%	4%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2023	37%	24%	<b>24%</b>	*	18%	57%	-	-	-	*	6%	*	25%	21%	20%	12%
	2022	36%	25%	<b>24%</b>	*	22%	33%	-	-	-	-	8%	*	27%	11%	20%	23%
Reading and Mathematics Including EOC	2023	37%	24%	<b>24%</b>	*	18%	57%	-	-	-	*	6%	*	25%	21%	20%	12%
	2022	36%	25%	<b>24%</b>	*	22%	33%	-	-	-	-	8%	*	27%	11%	20%	23%
Reading Including EOC	2023	50%	38%	<b>35%</b>	*	31%	57%	-	-	*	*	12%	*	35%	36%	29%	23%
	2022	51%	40%	<b>43%</b>	*	40%	67%	-	-	-	-	8%	*	46%	28%	40%	33%
Math Including EOC	2023	45%	31%	<b>33%</b>	*	26%	67%	-	-	-	*	6%	*	33%	33%	30%	22%
	2022	43%	32%	<b>25%</b>	*	22%	44%	-	-	-	-	8%	*	28%	11%	20%	23%
<b>4th Graders</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2023	38%	26%	<b>35%</b>	*	35%	31%	-	-	-	*	13%	*	36%	30%	34%	28%
	2022	36%	20%	<b>17%</b>	-	17%	23%	-	-	-	0%	0%	40%	21%	7%	15%	16%
Reading and Mathematics Including EOC	2023	38%	26%	<b>35%</b>	*	35%	31%	-	-	-	*	13%	*	36%	30%	34%	28%
	2022	36%	20%	<b>17%</b>	-	17%	23%	-	-	-	0%	0%	40%	21%	7%	15%	16%
Reading Including EOC	2023	48%	37%	<b>47%</b>	*	43%	69%	-	-	-	*	13%	*	48%	43%	46%	31%
	2022	54%	38%	<b>34%</b>	-	31%	54%	-	-	-	20%	0%	60%	38%	22%	33%	26%
Math Including EOC	2023	48%	38%	<b>39%</b>	*	39%	38%	-	-	-	*	13%	*	42%	33%	38%	34%
	2022	43%	25%	<b>20%</b>	-	21%	23%	-	-	-	0%	0%	40%	25%	7%	18%	19%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2023	37%	21%	<b>29%</b>	*	26%	44%	-	-	-	*	9%	0%	30%	26%	26%	20%
	2022	34%	20%	<b>20%</b>	*	20%	27%	-	-	-	0%	4%	33%	24%	9%	17%	19%
Reading and Mathematics Including EOC	2023	39%	23%	<b>29%</b>	*	26%	44%	-	-	-	*	9%	0%	30%	26%	26%	20%
	2022	36%	21%	<b>20%</b>	*	20%	27%	-	-	-	0%	4%	33%	24%	9%	17%	19%
Reading Including EOC	2023	53%	34%	<b>41%</b>	*	37%	63%	-	-	*	*	12%	17%	41%	40%	37%	27%
	2022	53%	38%	<b>38%</b>	*	36%	59%	-	-	-	20%	4%	50%	43%	24%	37%	30%
Math Including EOC	2023	47%	30%	<b>36%</b>	*	32%	54%	-	-	-	*	9%	33%	37%	33%	34%	28%
	2022	43%	28%	<b>22%</b>	*	21%	32%	-	-	-	0%	4%	33%	27%	9%	19%	21%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Progress (TAPR)**  
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	55%	51%	<b>56%</b>	*	52%	77%	-	-	-	*	31%	*	48%	75%	56%	45%
Grade 4 Mathematics	2023	63%	61%	<b>67%</b>	*	69%	54%	-	-	-	*	47%	*	68%	65%	65%	64%
All Grades Both Subjects	2023	64%	55%	<b>62%</b>	*	60%	65%	-	-	-	*	39%	*	58%	70%	61%	55%
All Grades ELA/Reading	2023	63%	51%	<b>56%</b>	*	52%	77%	-	-	-	*	31%	*	48%	75%	56%	45%
All Grades Mathematics	2023	66%	60%	<b>67%</b>	*	69%	54%	-	-	-	*	47%	*	68%	65%	65%	64%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	33%	29%	<b>32%</b>	*	29%	*	-	-	-	-	7%	*	15%	73%	27%	21%
Grade 4 Mathematics	2023	27%	22%	<b>18%</b>	*	19%	*	-	-	-	-	7%	*	17%	18%	14%	13%
All Grades Both Subjects	2023	38%	29%	<b>25%</b>	*	24%	*	-	-	-	-	7%	*	16%	45%	20%	16%
All Grades ELA/Reading	2023	35%	26%	<b>32%</b>	*	29%	*	-	-	-	-	7%	*	15%	73%	27%	21%
All Grades Mathematics	2023	40%	32%	<b>18%</b>	*	19%	*	-	-	-	-	7%	*	17%	18%	14%	13%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2023	76%	63%	<b>65%</b>	54%	55%	-	-	-	54%	55%	50%	-	*	63%	76%	55%	*
	2022	74%	60%	<b>57%</b>	48%	43%	-	-	-	52%	50%	50%	-	-	67%	71%	48%	*
At Meets Grade Level or Above	2023	49%	34%	<b>38%</b>	26%	27%	-	-	-	26%	35%	28%	-	*	50%	51%	28%	*
	2022	48%	33%	<b>30%</b>	25%	24%	-	-	-	25%	29%	29%	-	-	17%	38%	25%	*
At Masters Grade Level	2023	20%	10%	<b>12%</b>	8%	8%	-	-	-	8%	15%	11%	-	*	13%	16%	9%	*
	2022	23%	13%	<b>13%</b>	8%	12%	-	-	-	5%	13%	13%	-	-	17%	18%	8%	*
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2023	77%	62%	<b>67%</b>	57%	57%	-	-	-	58%	70%	67%	-	*	*	77%	58%	*
	2022	75%	60%	<b>62%</b>	55%	45%	-	-	-	62%	58%	58%	-	-	*	73%	54%	*
At Meets Grade Level or Above	2023	53%	35%	<b>41%</b>	25%	26%	-	-	-	24%	40%	33%	-	*	*	56%	27%	*
	2022	53%	37%	<b>38%</b>	29%	26%	-	-	-	31%	33%	33%	-	-	*	51%	29%	*
At Masters Grade Level	2023	20%	9%	<b>15%</b>	8%	8%	-	-	-	7%	20%	11%	-	*	*	21%	9%	*
	2022	25%	14%	<b>18%</b>	12%	18%	-	-	-	7%	25%	25%	-	-	*	24%	13%	*
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2023	75%	61%	<b>63%</b>	52%	53%	-	-	-	50%	40%	33%	-	*	*	75%	53%	*
	2022	72%	59%	<b>52%</b>	41%	41%	-	-	-	42%	42%	42%	-	-	*	68%	41%	*
At Meets Grade Level or Above	2023	45%	30%	<b>36%</b>	27%	28%	-	-	-	29%	30%	22%	-	*	*	45%	28%	*
	2022	42%	29%	<b>22%</b>	21%	22%	-	-	-	20%	25%	25%	-	-	*	24%	21%	*
At Masters Grade Level	2023	19%	10%	<b>10%</b>	8%	8%	-	-	-	8%	10%	11%	-	*	*	12%	8%	*
	2022	20%	10%	<b>7%</b>	4%	5%	-	-	-	4%	0%	0%	-	-	*	12%	4%	*
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2023	64%	55%	<b>62%</b>	53%	53%	-	-	-	52%	69%	64%	-	*	*	71%	55%	*
All Grades ELA/Reading	2023	63%	51%	<b>56%</b>	43%	43%	-	-	-	42%	63%	57%	-	*	*	70%	44%	*
All Grades Mathematics	2023	66%	60%	<b>67%</b>	63%	64%	-	-	-	62%	75%	71%	-	*	*	72%	65%	*
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2023	38%	29%	<b>25%</b>	17%	19%	-	-	-	17%	0%	0%	-	-	-	56%	17%	*
All Grades ELA/Reading	2023	35%	26%	<b>32%</b>	21%	23%	-	-	-	21%	*	*	-	-	-	75%	21%	-
All Grades Mathematics	2023	40%	32%	<b>18%</b>	13%	15%	-	-	-	13%	*	*	-	-	-	38%	13%	*

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	<b>99%</b>	*	100%	97%	-	-	*	100%	100%	100%	99%	99%	99%	100%
Included in Accountability	93%	91%	<b>86%</b>	*	87%	81%	-	-	*	75%	92%	67%	95%	65%	85%	87%
Not Included in Accountability: Mobile	4%	5%	<b>10%</b>	*	8%	16%	-	-	*	25%	6%	33%	4%	22%	10%	6%
Not Included in Accountability: Other Exclusions	2%	3%	<b>4%</b>	*	5%	0%	-	-	*	0%	3%	0%	0%	12%	4%	7%
Not Tested	1%	1%	<b>1%</b>	*	0%	3%	-	-	*	0%	0%	0%	1%	1%	1%	0%
Absent	1%	1%	<b>1%</b>	*	0%	3%	-	-	*	0%	0%	0%	1%	1%	1%	0%
Other	0%	0%	<b>0%</b>	*	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>100%</b>	*	100%	97%	-	-	*	*	100%	100%	99%	100%	100%	100%
Included in Accountability	92%	90%	<b>86%</b>	*	87%	79%	-	-	*	*	92%	67%	96%	65%	86%	87%
Not Included in Accountability: Mobile	4%	5%	<b>10%</b>	*	8%	18%	-	-	*	*	6%	33%	4%	23%	10%	6%
Not Included in Accountability: Other Exclusions	3%	5%	<b>4%</b>	*	5%	0%	-	-	*	*	3%	0%	0%	12%	4%	7%
Not Tested	1%	1%	<b>0%</b>	*	0%	3%	-	-	*	*	0%	0%	1%	0%	0%	0%
Absent	1%	1%	<b>0%</b>	*	0%	3%	-	-	*	*	0%	0%	1%	0%	0%	0%
Other	0%	0%	<b>0%</b>	*	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>98%</b>	*	99%	97%	-	-	*	*	100%	100%	99%	98%	99%	99%
Included in Accountability	94%	92%	<b>85%</b>	*	86%	82%	-	-	*	*	92%	67%	95%	64%	85%	86%
Not Included in Accountability: Mobile	5%	5%	<b>9%</b>	*	8%	15%	-	-	*	*	6%	33%	4%	21%	10%	6%
Not Included in Accountability: Other Exclusions	1%	2%	<b>4%</b>	*	5%	0%	-	-	*	*	3%	0%	0%	12%	4%	7%
Not Tested	1%	2%	<b>2%</b>	*	1%	3%	-	-	*	*	0%	0%	1%	2%	1%	1%
Absent	1%	1%	<b>2%</b>	*	1%	3%	-	-	*	*	0%	0%	1%	2%	1%	1%
Other	0%	0%	<b>0%</b>	*	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	0%
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	98%	<b>100%</b>	*	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	<b>91%</b>	*	93%	76%	-	-	-	100%	96%	86%	95%	81%	91%	96%
Not Included in Accountability: Mobile	5%	5%	<b>9%</b>	*	6%	24%	-	-	-	0%	4%	14%	5%	18%	9%	3%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	*	0%	0%	-	-	-	0%	0%	0%	0%	1%	0%	0%



Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Tested	1%	2%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	98%	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	91%	*	93%	76%	-	-	-	100%	96%	86%	95%	80%	91%	96%
Not Included in Accountability: Mobile	5%	5%	8%	*	6%	24%	-	-	-	0%	4%	14%	5%	18%	9%	3%
Not Included in Accountability: Other Exclusions	2%	2%	0%	*	1%	0%	-	-	-	0%	0%	0%	0%	2%	1%	1%
Not Tested	1%	2%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	100%	*	99%	100%	-	-	-	100%	100%	100%	99%	100%	99%	99%
Included in Accountability	93%	93%	91%	*	93%	76%	-	-	-	100%	96%	86%	94%	82%	91%	96%
Not Included in Accountability: Mobile	5%	6%	9%	*	6%	24%	-	-	-	0%	4%	14%	5%	18%	9%	3%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	*	1%	0%	-	-	-	0%	0%	0%	1%	0%	1%	1%
Absent	1%	1%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	0%	*	1%	0%	-	-	-	0%	0%	0%	1%	0%	1%	1%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	90.6%	<b>91.9%</b>	*	91.9%	91.9%	-	-	*	93.1%	91.0%	91.7%	92.2%
2020-21	95.0%	92.0%	<b>91.9%</b>	81.8%	91.6%	94.4%	-	-	*	93.6%	90.5%	91.6%	92.5%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	34.8%	<b>30.2%</b>	60.0%	30.2%	29.4%	-	-	*	25.0%	35.0%	30.4%	28.2%
2020-21	15.0%	27.7%	<b>30.6%</b>	50.0%	32.6%	21.6%	-	-	*	12.5%	40.0%	31.5%	27.7%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2021</b>													
Graduated	90.0%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	92.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.3%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	72.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	68.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	88.0%	73.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	71.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	3.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	69.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	68.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	70.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	71.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	-	-	858	368,686
<b>By Ethnicity:</b>				
African American	-	-	32	45,227
Hispanic	-	-	588	191,125
White	-	-	204	103,171
American Indian	-	-	1	1,159
Asian	-	-	4	18,794
Pacific Islander	-	-	2	569
Two or More Races	-	-	27	8,641
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	251	51,023
Foundation H.S. Program (Endorsement)	-	-	9	14,179
Foundation H.S. Program (DLA)	-	-	598	302,917
Special Education Graduates	-	-	84	32,447
Economically Disadvantaged Graduates	-	-	475	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	142	40,398
At-Risk Graduates	-	-	454	159,689

**There is no data for this campus.**

**There is no data for this campus.**

**There is no data for this campus.**



Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	695	100.0%	12,449	5,504,150	696	100.0%	12,506	5,518,432
<b>Students by Grade:</b>								
Early Childhood Education	2	0.3%	0.2%	0.3%	3	0.4%	0.4%	0.5%
Pre-Kindergarten	88	12.7%	4.1%	4.4%	88	12.6%	4.0%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	88	12.7%	4.1%	3.7%	88	12.6%	4.0%	3.7%
Kindergarten	112	16.1%	6.4%	6.7%	112	16.1%	6.4%	6.7%
Grade 1	129	18.6%	7.3%	7.2%	129	18.5%	7.3%	7.2%
Grade 2	118	17.0%	6.9%	7.2%	118	17.0%	6.9%	7.2%
Grade 3	129	18.6%	6.9%	7.2%	129	18.5%	6.9%	7.1%
Grade 4	117	16.8%	6.7%	7.2%	117	16.8%	6.6%	7.1%
Grade 5	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 8	0	0.0%	8.3%	7.7%	0	0.0%	8.3%	7.7%
Grade 9	0	0.0%	9.5%	8.7%	0	0.0%	9.5%	8.7%
Grade 10	0	0.0%	8.6%	7.9%	0	0.0%	8.6%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	6.1%	6.6%	0	0.0%	6.3%	6.6%
<b>Ethnic Distribution:</b>								
African American	6	0.9%	2.8%	12.8%	6	0.9%	2.8%	12.8%
Hispanic	584	84.0%	74.2%	53.0%	585	84.1%	74.1%	52.9%
White	91	13.1%	19.7%	25.6%	91	13.1%	19.8%	25.7%
American Indian	1	0.1%	0.2%	0.3%	1	0.1%	0.2%	0.3%
Asian	0	0.0%	0.4%	5.1%	0	0.0%	0.4%	5.1%
Pacific Islander	1	0.1%	0.1%	0.2%	1	0.1%	0.1%	0.2%
Two or More Races	12	1.7%	2.7%	3.0%	12	1.7%	2.7%	3.0%
<b>Sex:</b>								
Female	355	51.1%	48.4%	48.8%	355	51.0%	48.3%	48.8%
Male	340	48.9%	51.6%	51.2%	341	49.0%	51.7%	51.2%
Economically Disadvantaged	615	88.5%	76.7%	62.1%	616	88.5%	76.6%	62.0%
Non-Educationally Disadvantaged	80	11.5%	23.3%	37.9%	80	11.5%	23.4%	38.0%
Section 504 Students	47	6.8%	10.3%	7.4%	47	6.8%	10.3%	7.4%
EB Students/EL	379	54.5%	41.1%	23.1%	379	54.5%	41.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	3.7%	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
**LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY**

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	52	7.5%	9.0%	5.5%	52	7.5%	9.0%	5.5%
Foster Care	4	0.6%	0.3%	0.2%	4	0.6%	0.3%	0.2%
Homeless	23	3.3%	3.9%	1.3%	23	3.3%	3.9%	1.3%
Immigrant	24	3.5%	2.1%	2.2%	24	3.4%	2.1%	2.2%
Migrant	5	0.7%	0.3%	0.3%	5	0.7%	0.3%	0.3%
Title I	695	100.0%	68.0%	64.6%	696	100.0%	68.0%	64.6%
Military Connected	2	0.3%	0.6%	3.6%	2	0.3%	0.6%	3.6%
At-Risk	558	80.3%	70.8%	53.3%	558	80.2%	70.7%	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	368	52.9%	40.4%	23.2%	368	52.9%	40.3%	23.2%
Career and Technical Education	0	0.0%	23.1%	26.5%	0	0.0%	23.0%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	61.9%	72.3%	0	-	61.5%	72.2%
Gifted and Talented Education	25	3.6%	7.2%	8.2%	25	3.6%	7.2%	8.2%
Special Education	94	13.5%	12.8%	12.6%	95	13.6%	13.1%	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	94							
By Type of Primary Disability								
Students with Intellectual Disabilities	32	34.0%	54.3%	44.1%				
Students with Physical Disabilities	40	42.6%	20.3%	20.0%				
Students with Autism	16	17.0%	9.8%	15.5%				
Students with Behavioral Disabilities	6	6.4%	15.1%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.6%	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	83	16.7%	14.9%	16.8%				
By Ethnicity:								
African American	2	0.4%	0.7%	3.3%				
Hispanic	62	12.4%	10.6%	8.7%				
White	17	3.4%	2.9%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	1	0.2%	0.0%	0.0%				
Two or More Races	1	0.2%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	9	11.3%	16.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	38	14.6%	14.9%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	66	14.8%	15.0%	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	70	13.1%	16.3%	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	0.0%	0.0%	1.5%	0.0%	1.9%	4.5%
Grade 1	0.0%	0.1%	2.5%	0.0%	0.0%	3.6%
Grade 2	0.9%	0.3%	1.6%	0.0%	1.4%	2.0%
Grade 3	0.0%	0.1%	0.8%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	-	0.3%	0.3%	-	0.8%	0.4%
Grade 7	-	0.2%	0.4%	-	0.0%	0.5%
Grade 8	-	0.2%	0.4%	-	0.0%	0.5%
Grade 9	-	13.6%	8.7%	-	23.5%	12.6%

Class Size Averages by Grade and Subject  
 (Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	18.0	18.5	18.7
Grade 1	18.0	20.2	19.1
Grade 2	19.3	18.7	19.1
Grade 3	18.3	18.7	19.3
Grade 4	19.4	20.3	19.4
Grade 5	-	22.5	20.8
Grade 6	-	24.3	19.2
<b>Secondary:</b>			
English/Language Arts	-	15.1	16.2
Foreign Languages	-	20.8	18.8
Mathematics	-	17.7	17.5
Science	-	20.4	18.5
Social Studies	-	20.1	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	84.8	100.0%	100.0%	100.0%
Professional Staff:	63.1	74.4%	71.8%	64.1%
Teachers	51.8	61.1%	55.0%	48.7%
Professional Support	6.3	7.4%	11.3%	10.9%
Campus Administration (School Leadership)	5.0	5.9%	4.3%	3.3%
Educational Aides:	21.7	25.6%	19.1%	11.3%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	10.0	4,258.0
Part-time Librarians	1.0	n/a	1.0	646.0
Full-time Counselors	1.0	n/a	26.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	38.9	45.9%	35.6%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	1.0	1.9%	6.3%	11.8%
Hispanic	20.3	39.2%	22.4%	29.6%
White	29.5	56.9%	68.4%	54.9%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.8%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	1.9%	2.0%	1.2%
<b>Teachers by Sex:</b>				
Males	1.0	1.9%	24.5%	24.4%
Females	50.8	98.1%	75.5%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	3.0	5.8%	5.8%	2.0%
Bachelors	41.6	80.3%	72.7%	72.2%
Masters	6.2	12.0%	20.2%	25.0%
Doctorate	1.0	1.9%	1.2%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	3.0	5.8%	14.1%	9.7%
1-5 Years Experience	17.0	32.8%	30.8%	26.3%
6-10 Years Experience	9.0	17.4%	16.5%	20.5%
11-20 Years Experience	15.0	29.0%	20.9%	27.2%
21-30 Years Experience	5.8	11.2%	14.4%	13.3%
Over 30 Years Experience	2.0	3.9%	3.3%	2.9%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	13.4	n/a	15.9	14.8

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	2.0	5.1	6.1
Average Years Experience of Principals with District	2.0	5.1	5.3
Average Years Experience of Assistant Principals	2.5	5.2	5.2
Average Years Experience of Assistant Principals with District	1.5	4.3	4.4
Average Years Experience of Teachers:	12.4	10.5	11.0
Average Years Experience of Teachers with District:	7.0	5.7	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$53,000	\$51,088	\$53,300
1-5 Years Experience	\$52,694	\$53,713	\$56,516
6-10 Years Experience	\$54,287	\$55,003	\$59,732
11-20 Years Experience	\$56,879	\$57,689	\$63,389
21-30 Years Experience	\$58,864	\$63,723	\$67,876
Over 30 Years Experience	\$77,219	\$71,963	\$72,560
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$55,839	\$56,432	\$60,717
Professional Support	\$58,116	\$68,746	\$72,022
Campus Administration (School Leadership)	\$74,837	\$82,355	\$85,167
Instructional Staff Percent:	n/a	77.8%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	8.3%	5.9%
Career and Technical Education	0.0	0.0%	4.5%	5.4%
Compensatory Education	7.3	14.2%	9.4%	3.2%
Gifted and Talented Education	1.0	1.9%	0.8%	1.7%
Regular Education	37.1	71.7%	57.5%	70.6%
Special Education	6.4	12.3%	12.4%	9.7%
Other	0.0	0.0%	7.0%	3.5%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
**LOST PINES EL (011901110) - BASTROP ISD - BASTROP COUNTY**

- Indicates there is no data for the item.
- \* Indicates results are masked due to small numbers.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.



# **Bastrop ISD 2022 – 2023 Annual Report**

## **Section 2**

### **PEIMS Financial Standard Report (2021 – 2022 Financial Actual Report)**

**2021 - 2022 Actual Financial Data**  
**Totals for BASTROP ISD (011901)**  
**Total Enrolled Membership: 11,947**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
<b>Revenues</b>									
<b>Operating Revenue</b>									
Local Property Tax from M&O (excluding recapture)	\$48,646,552	44.49%	\$4,072	\$48,646,552	35.94%	\$4,072	\$26,795,122,749	39.67%	\$4,960
State Operating Funds	\$57,684,218	52.76%	\$4,828	\$59,590,931	44.02%	\$4,988	\$24,396,897,632	36.12%	\$4,516
Federal Funds	\$2,384,787	2.18%	\$200	\$24,889,010	18.39%	\$2,083	\$14,103,811,039	20.88%	\$2,611
Other Local	\$616,264	0.56%	\$52	\$2,234,724	1.65%	\$187	\$2,250,851,644	3.33%	\$417
<b>Total Operating Revenue</b>	\$109,331,821	100.00%	\$9,151	\$135,361,217	100.00%	\$11,330	\$67,546,683,064	100.00%	\$12,504
<b>Other Revenue</b>									
Local Property Tax from I&S	\$0	0.00%	\$0	\$22,175,916	98.98%	\$1,856	\$8,860,960,306	86.81%	\$1,640
State Assistance for Debt Service	\$0	0.00%	\$0	\$199,907	0.89%	\$17	\$319,288,915	3.13%	\$59
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$29,144	0.13%	\$2	\$75,078,438	0.74%	\$14
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$952,245,471	9.33%	\$176
<b>Total Other Revenue</b>	\$0	0.00%	\$0	\$22,404,967	100.00%	\$1,875	\$10,207,573,130	100.00%	\$1,890
<b>Subtotal: Operating and Other Revenue</b>	\$109,331,821	100.00%	\$9,151	\$157,766,184	100.00%	\$13,206	\$77,754,256,194	100.00%	\$14,394
<b>Recapture Revenue</b>									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,002,039,317	100.00%	\$556
<b>Total Recaptured Revenue</b>	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,002,039,317	100.00%	\$556
<b>Subtotal: Operating, Other and Recaptured Revenue</b>	\$109,331,821	100.00%	\$9,151	\$157,766,184	100.00%	\$13,206	\$80,756,295,511	100.00%	\$14,949
<b>Debt Service Financing and TRS Estimate Revenue</b>									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$14,327,512	74.10%	\$1,199	\$4,864,835,809	65.96%	\$901
Estimated State TRS Contributions	\$4,911,747	100.00%	\$411	\$5,008,695	25.90%	\$419	\$2,510,251,870	34.04%	\$465
<b>Subtotal: Debt Service Financing and TRS Estimate Revenue</b>	\$4,911,747	100.00%	\$411	\$19,336,207	100.00%	\$1,618	\$7,375,087,679	100.00%	\$1,365
<b>Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture</b>	\$114,243,568	100.00%	\$9,563	\$177,102,391	100.00%	\$14,824	\$85,129,343,873	100.00%	\$15,759
<b>Expenditures</b>									
<b>Operating Expenditures by Object (61xx-64xx only)</b>									



**2021 - 2022 Actual Financial Data**  
**Totals for BASTROP ISD (011901)**  
**Total Enrolled Membership: 11,947**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Payroll Expenditures (Object 61xx)	\$78,486,985	75.90%	\$6,570	\$89,423,021	71.08%	\$7,485	\$50,301,683,879	77.97%	\$9,312
Professional & Contracted Services (Object 62xx)	\$17,908,831	17.32%	\$1,499	\$25,809,770	20.52%	\$2,160	\$6,402,537,996	9.92%	\$1,185
Supplies & Materials (Object 63xx)	\$5,568,715	5.39%	\$466	\$8,600,433	6.84%	\$720	\$5,961,153,130	9.24%	\$1,104
Other Operating Expenditures (Object 64xx)	\$1,445,450	1.40%	\$121	\$1,971,371	1.57%	\$165	\$1,852,436,057	2.87%	\$343
<b>Total Operating Expenditures by Object</b>	<b>\$103,409,981</b>	<b>100.00%</b>	<b>\$8,656</b>	<b>\$125,804,595</b>	<b>100.00%</b>	<b>\$10,530</b>	<b>\$64,517,811,062</b>	<b>100.00%</b>	<b>\$11,943</b>
<b>Non-Operating Expenditures by Object</b>									
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$46,451,211	0.23%	\$9
Debt Services (Object 65xx)	\$747,362	37.02%	\$63	\$21,234,828	64.29%	\$1,777	\$9,844,903,533	48.41%	\$1,822
Capital Outlay (Object 66xx)	\$1,271,378	62.98%	\$106	\$11,797,424	35.71%	\$987	\$10,445,000,110	51.36%	\$1,934
<b>Total Non-Operating Expenditures by Object</b>	<b>\$2,018,740</b>	<b>100.00%</b>	<b>\$169</b>	<b>\$33,032,252</b>	<b>100.00%</b>	<b>\$2,765</b>	<b>\$20,336,354,854</b>	<b>100.00%</b>	<b>\$3,765</b>
<b>Grand Total: Operating and Non-Operating Expenditures by Object</b>	<b>\$105,428,721</b>	<b>100.00%</b>	<b>\$8,825</b>	<b>\$158,836,847</b>	<b>100.00%</b>	<b>\$13,295</b>	<b>\$84,854,165,916</b>	<b>100.00%</b>	<b>\$15,708</b>
<b>Operating Expenditures by Function (61xx-64xx only)</b>									
Instruction (Function 11,95)	\$62,598,545	60.53%	\$5,240	\$71,932,510	57.18%	\$6,021	\$36,035,016,731	55.85%	\$6,671
Instructional Resources & Media Services (Function 12)	\$1,008,220	0.97%	\$84	\$1,078,556	0.86%	\$90	\$646,159,944	1.00%	\$120
Curriculum & Staff Development (Function 13)	\$1,505,718	1.46%	\$126	\$2,423,856	1.93%	\$203	\$1,570,292,996	2.43%	\$291
Instructional Leadership (Function 21)	\$912,549	0.88%	\$76	\$923,312	0.73%	\$77	\$1,113,087,133	1.73%	\$206
School Leadership (Function 23)	\$6,115,038	5.91%	\$512	\$6,703,461	5.33%	\$561	\$3,715,762,954	5.76%	\$688
Guidance Counseling Services (Function 31)	\$3,917,144	3.79%	\$328	\$5,533,402	4.40%	\$463	\$2,527,496,320	3.92%	\$468
Social Work Services (Function 32)	\$160,374	0.16%	\$13	\$568,694	0.45%	\$48	\$230,790,970	0.36%	\$43
Health Services (Function 33)	\$866,318	0.84%	\$73	\$877,059	0.70%	\$73	\$753,509,900	1.17%	\$139
Transportation (Function 34)	\$6,711,280	6.49%	\$562	\$6,711,280	5.33%	\$562	\$1,904,677,571	2.95%	\$353
Food Services (Function 35)	\$0	0.00%	\$0	\$6,436,493	5.12%	\$539	\$3,228,715,442	5.00%	\$598
Extracurricular (Function 36)	\$2,587,890	2.50%	\$217	\$3,666,741	2.91%	\$307	\$1,918,276,966	2.97%	\$355
General Administration (Function 41,92)	\$3,267,823	3.16%	\$274	\$3,356,372	2.67%	\$281	\$2,123,586,250	3.29%	\$393
Facilities Maintenance & Operations (Function 51)	\$10,606,371	10.26%	\$888	\$10,880,065	8.65%	\$911	\$6,359,467,682	9.86%	\$1,177
Security & Monitoring Services (Function 52)	\$1,747,217	1.69%	\$146	\$1,817,127	1.44%	\$152	\$710,274,203	1.10%	\$131
Data Processing Services (Function 53)	\$1,350,826	1.31%	\$113	\$1,587,200	1.26%	\$133	\$1,330,336,046	2.06%	\$246
Community Services (Function 61)	\$54,668	0.05%	\$5	\$1,308,467	1.04%	\$110	\$326,634,310	0.51%	\$60

**2021 - 2022 Actual Financial Data**  
**Totals for BASTROP ISD (011901)**  
**Total Enrolled Membership: 11,947**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$23,725,644	0.04%	\$4
<b>Total Operating Expenditures by Function</b>	\$103,409,981	100.00%	\$8,656	\$125,804,595	100.00%	\$10,530	\$64,517,811,062	100.00%	\$11,943
<b>Non-Operating Expenditures by Function</b>									
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$46,451,211	0.23%	\$9
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$747,362	37.02%	\$63	\$21,234,828	64.29%	\$1,777	\$9,844,903,533	48.41%	\$1,822
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$1,271,378	62.98%	\$106	\$11,797,424	35.71%	\$987	\$10,445,000,110	51.36%	\$1,934
<b>Total Non-Operating Expenditures by Function</b>	\$2,018,740	100.00%	\$169	\$33,032,252	100.00%	\$2,765	\$20,336,354,854	100.00%	\$3,765
<b>Grand Total: Operating and Non-Operating Expenditures by Function</b>	\$105,428,721	100.00%	\$8,825	\$158,836,847	100.00%	\$13,295	\$84,854,165,916	100.00%	\$15,708
<b>Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)</b>									
Basic Educational Services (PIC 11)	\$46,234,470	44.71%	\$3,870	\$46,785,958	37.19%	\$3,916	\$26,146,309,896	40.53%	\$4,840
Gifted and Talented (PIC 21)	\$308,593	0.30%	\$26	\$308,593	0.25%	\$26	\$395,634,789	0.61%	\$73
Career and Technical (PIC 22)	\$3,365,250	3.25%	\$282	\$3,620,792	2.88%	\$303	\$2,129,549,811	3.30%	\$394
Students with Disabilities (PICs 23,33,43)	\$15,387,785	14.88%	\$1,288	\$19,095,442	15.18%	\$1,598	\$7,957,924,392	12.33%	\$1,473
State Compensatory Education (PICs 24,26,28,29,30,34)	\$7,748,745	7.49%	\$649	\$17,028,241	13.54%	\$1,425	\$6,383,291,216	9.89%	\$1,182
Bilingual (PICs 25,35)	\$1,611,353	1.56%	\$135	\$1,891,549	1.50%	\$158	\$731,950,646	1.13%	\$135
High School Allotment (PIC 31)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$10,905,874	0.02%	\$2
PreKindergarten (PIC 32)	\$85,235	0.08%	\$7	\$85,235	0.07%	\$7	\$522,860,562	0.81%	\$97
Early Education Allotment (PIC 36)	\$3,057,706	2.96%	\$256	\$3,057,706	2.43%	\$256	\$1,241,323,456	1.92%	\$230
Dyslexia or Related Disorder Services (PIC 37)	\$974,385	0.94%	\$82	\$992,235	0.79%	\$83	\$348,794,218	0.54%	\$65
College, Career, and Military Readiness (CCMR) (PIC 38)	\$175,203	0.17%	\$15	\$175,203	0.14%	\$15	\$340,365,348	0.53%	\$63
Athletics/Related Activities (PIC 91)	\$1,718,847	1.66%	\$144	\$1,718,847	1.37%	\$144	\$1,264,746,717	1.96%	\$234
Un-Allocated (PIC 99)	\$22,742,409	21.99%	\$1,904	\$31,044,794	24.68%	\$2,599	\$17,044,154,137	26.42%	\$3,155
<b>Total Operating Expenditures by Program Intent Code (PIC)</b>	\$103,409,981	100.00%	\$8,656	\$125,804,595	100.00%	\$10,530	\$64,517,811,062	100.00%	\$11,943
<b>Non-Operating Expenditures by PIC</b>									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$46,451,211	0.23%	\$9
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$747,362	37.02%	\$63	\$21,234,828	64.29%	\$1,777	\$9,844,903,533	48.41%	\$1,822

**2021 - 2022 Actual Financial Data**  
**Totals for BASTROP ISD (011901)**  
**Total Enrolled Membership: 11,947**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$1,271,378	62.98%	\$106	\$11,797,424	35.71%	\$987	\$10,445,000,110	51.36%	\$1,934
<b>Total Non-Operating Expenditures by Program Intent Code (PIC)</b>	\$2,018,740	100.00%	\$169	\$33,032,252	100.00%	\$2,765	\$20,336,354,854	100.00%	\$3,765
<b>Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)</b>	\$105,428,721	100.00%	\$8,825	\$158,836,847	100.00%	\$13,295	\$84,854,165,916	100.00%	\$15,708

**Disbursements**  
**Total Disbursements**

Operating Expenditures	\$103,409,981	96.72%	\$8,656	\$125,804,595	78.35%	\$10,530	\$64,517,811,062	71.92%	\$11,943
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,002,039,317	3.35%	\$556
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,174,039,601	1.31%	\$217
Intergovernmental Charge	\$1,493,196	1.40%	\$125	\$1,734,625	1.08%	\$145	\$681,506,755	0.76%	\$126
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$46,451,211	0.05%	\$9
Debt Service (Object 65xx)	\$747,362	0.70%	\$63	\$21,234,828	13.22%	\$1,777	\$9,844,903,533	10.97%	\$1,822
Capital Projects (Object 66xx)	\$1,271,378	1.19%	\$106	\$11,797,424	7.35%	\$987	\$10,445,000,110	11.64%	\$1,934
<b>Total Disbursements</b>	\$106,921,917	100.00%	\$8,950	\$160,571,472	100.00%	\$13,440	\$89,711,751,589	100.00%	\$16,607

**Tax Rates**

**2021 - 2022 (current tax year) Tax Rates**

Maintenance & Operations Tax Rate				0.8720			0.9543		
Interest & Sinking Tax Rate				0.4010			0.2270		
<b>Total Tax Rate</b>				1.2730			1.1813		

**Tax Detail**

Maximum Compressed Tax Rate (MCR)				0.8220			0.8616		
Tier I Tax Rate				0.8220			0.8615		
Tier II Tax Rate (Enrichment Pennies)				0.0500			0.0928		

**Fund Balance\*\***  
**Fund Balance**

**2021 - 2022 Actual Financial Data**  
**Totals for BASTROP ISD (011901)**  
**Total Enrolled Membership: 11,947**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Nonspendable Fund Balance	\$85,077		\$7	\$85,077		\$7	\$390,605,886		\$78
Restricted Fund Balance	\$0		\$0	\$196,594,016		\$16,456	\$24,753,496,577		\$4,926
Committed Fund Balance	\$2,660,919		\$223	\$2,660,919		\$223	\$4,412,645,483		\$878
Assigned Fund Balance	\$5,102,000		\$427	\$5,102,000		\$427	\$4,020,147,608		\$800
Unassigned Fund Balance	\$25,875,515		\$2,166	\$25,875,515		\$2,166	\$17,164,429,624		\$3,416
<b>Total Fund Balance**</b>	<b>\$33,723,511</b>		<b>\$2,823</b>	<b>\$230,317,527</b>		<b>\$19,278</b>	<b>\$50,741,325,178</b>		<b>\$10,098</b>
<b>Fund Balance Reconciliation</b>									
2020-2021 Total Fund Balance (Previous Year)	\$26,401,846		\$2,327	\$42,683,075		\$3,762			
2021-2022 Excess (Deficiency) Operating Expenditures	\$0		\$0	\$0		\$0	\$-7,094,836,097		\$-1,412
2021-2022 Excess (Deficiency) Non-Operating Expenditures	\$0		\$0	\$0		\$0	\$13,356,331,866		\$2,658
2021-2022 Uncommon Items	\$7,321,665		\$613	\$187,634,452		\$15,706			
<b>2021-2022 Total Fund Balance</b>	<b>\$33,723,511</b>		<b>\$2,823</b>	<b>\$230,317,527</b>		<b>\$19,278</b>			

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR BLUEBONNET EL (011901109)**  
**BASTROP ISD**

**Total Enrolled Membership: 742**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$5,200,695	100.00%	\$7,009	\$5,856,973	100.00%	\$7,893
Operating-Payroll	\$4,861,417	93.48%	\$6,552	\$5,447,819	93.01%	\$7,342
Other Operating	\$336,687	6.47%	\$454	\$406,563	6.94%	\$548
Non-Operating(Equipt/Supplies)	\$2,591	0.05%	\$3	\$2,591	0.04%	\$3
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$5,198,104	100.00%	\$7,006	\$5,854,382	100.00%	\$7,890
Instruction (11,95) *	\$4,355,697	83.79%	\$5,870	\$4,805,168	82.08%	\$6,476
Instructional Res/Media (12) *	\$82,735	1.59%	\$112	\$82,735	1.41%	\$112
Curriculum/Staff Develop (13) *	\$87,959	1.69%	\$119	\$87,959	1.50%	\$119
Instructional Leadership (21) *	\$64,180	1.23%	\$86	\$64,180	1.10%	\$86
School Leadership (23) *	\$324,174	6.24%	\$437	\$418,305	7.15%	\$564
Guidance/Counseling Svcs (31) *	\$210,472	4.05%	\$284	\$210,472	3.60%	\$284
Social Work Services (32) *	\$6,575	0.13%	\$9	\$6,575	0.11%	\$9
Health Services (33) *	\$66,312	1.28%	\$89	\$66,312	1.13%	\$89
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR BLUEBONNET EL (011901109)  
BASTROP ISD**

**Total Enrolled Membership: 742**

	<b>General Fund</b>	<b>%</b>	<b>Per Student</b>	<b>All Funds</b>	<b>%</b>	<b>Per Student</b>
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$5,198,104	100.00%	\$7,006	\$5,854,382	100.00%	\$7,890
Regular	\$2,966,886	57.08%	\$3,998	\$2,979,273	50.89%	\$4,015
Gifted & Talented	\$108,720	2.09%	\$147	\$108,720	1.86%	\$147
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$671,974	12.93%	\$906	\$671,974	11.48%	\$906
State Compensatory ED	\$381,408	7.34%	\$514	\$1,025,299	17.51%	\$1,382
Bilingual	\$317,483	6.11%	\$428	\$317,483	5.42%	\$428
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$14,810	0.28%	\$20	\$14,810	0.25%	\$20
Early Education Allotment	\$523,907	10.08%	\$706	\$523,907	8.95%	\$706
Dyslexia or Related Disorder Serv	\$212,916	4.10%	\$287	\$212,916	3.64%	\$287
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$0	0.00%	\$0	\$0	0.00%	\$0

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR BLUEBONNET EL (011901109)  
BASTROP ISD**

**Total Enrolled Membership: 742**

Note: Some amounts may not total due to rounding.

- \* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- \*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR BASTROP H S (011901001)**  
**BASTROP ISD**

**Total Enrolled Membership: 1,556**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$11,847,850	100.00%	\$7,614	\$14,839,888	100.00%	\$9,537
Operating-Payroll	\$10,739,499	90.65%	\$6,902	\$11,356,058	76.52%	\$7,298
Other Operating	\$1,102,400	9.30%	\$708	\$1,102,883	7.43%	\$709
Non-Operating(Equipt/Supplies)	\$5,951	0.05%	\$4	\$2,380,947	16.04%	\$1,530
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$11,841,899	100.00%	\$7,610	\$12,458,941	100.00%	\$8,007
Instruction (11,95) *	\$8,693,451	73.41%	\$5,587	\$9,278,524	74.47%	\$5,963
Instructional Res/Media (12) *	\$105,717	0.89%	\$68	\$105,717	0.85%	\$68
Curriculum/Staff Develop (13) *	\$239,293	2.02%	\$154	\$239,293	1.92%	\$154
Instructional Leadership (21) *	\$137,797	1.16%	\$89	\$137,797	1.11%	\$89
School Leadership (23) *	\$776,800	6.56%	\$499	\$776,800	6.23%	\$499
Guidance/Counseling Svcs (31) *	\$753,136	6.36%	\$484	\$785,695	6.31%	\$505
Social Work Services (32) *	\$13,644	0.12%	\$9	\$13,644	0.11%	\$9
Health Services (33) *	\$114,460	0.97%	\$74	\$114,460	0.92%	\$74
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) **	\$940,632	7.94%	\$605	\$940,042	7.55%	\$604
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$66,941	0.57%	\$43	\$66,941	0.54%	\$43



**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR BASTROP H S (011901001)**  
**BASTROP ISD**

**Total Enrolled Membership: 1,556**

	<b>General Fund</b>	<b>%</b>	<b>Per Student</b>	<b>All Funds</b>	<b>%</b>	<b>Per Student</b>
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$11,841,899	100.00%	\$7,610	\$12,458,941	100.00%	\$8,007
Regular	\$6,559,023	55.39%	\$4,215	\$6,560,096	52.65%	\$4,216
Gifted & Talented	\$190	0.00%	\$0	\$190	0.00%	\$0
Career & Technical	\$1,703,033	14.38%	\$1,094	\$1,766,597	14.18%	\$1,135
Students with Disabilities	\$1,774,591	14.99%	\$1,140	\$2,244,312	18.01%	\$1,442
State Compensatory ED	\$772,933	6.53%	\$497	\$856,207	6.87%	\$550
Bilingual	\$38,335	0.32%	\$25	\$38,335	0.31%	\$25
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$5,470	0.05%	\$4	\$5,470	0.04%	\$4
Athletic Programming	\$664,338	5.61%	\$427	\$664,338	5.33%	\$427
Un-Allocated	\$323,986	2.74%	\$208	\$323,396	2.60%	\$208

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR BASTROP H S (011901001)  
BASTROP ISD**

**Total Enrolled Membership: 1,556**

Note: Some amounts may not total due to rounding.

- \* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- \*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR BASTROP INT (011901104)**  
**BASTROP ISD**

**Total Enrolled Membership: 781**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$4,994,588	100.00%	\$6,395	\$5,270,748	100.00%	\$6,749
Operating-Payroll	\$4,705,147	94.20%	\$6,025	\$4,923,537	93.41%	\$6,304
Other Operating	\$285,153	5.71%	\$365	\$342,923	6.51%	\$439
Non-Operating(Equipt/Supplies)	\$4,288	0.09%	\$5	\$4,288	0.08%	\$5
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$4,990,300	100.00%	\$6,390	\$5,266,460	100.00%	\$6,743
Instruction (11,95) *	\$3,968,517	79.52%	\$5,081	\$4,145,962	78.72%	\$5,309
Instructional Res/Media (12) *	\$83,989	1.68%	\$108	\$83,989	1.59%	\$108
Curriculum/Staff Develop (13) *	\$75,607	1.52%	\$97	\$75,607	1.44%	\$97
Instructional Leadership (21) *	\$50,263	1.01%	\$64	\$50,263	0.95%	\$64
School Leadership (23) *	\$405,261	8.12%	\$519	\$405,261	7.70%	\$519
Guidance/Counseling Svcs (31) *	\$328,504	6.58%	\$421	\$328,504	6.24%	\$421
Social Work Services (32) *	\$6,035	0.12%	\$8	\$6,035	0.11%	\$8
Health Services (33) *	\$48,899	0.98%	\$63	\$48,899	0.93%	\$63
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) **	\$23,225	0.47%	\$30	\$23,225	0.44%	\$30
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR BASTROP INT (011901104)**  
**BASTROP ISD**

**Total Enrolled Membership: 781**

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$4,990,300	100.00%	\$6,390	\$5,266,460	100.00%	\$6,743
Regular	\$3,303,653	66.20%	\$4,230	\$3,305,311	62.76%	\$4,232
Gifted & Talented	\$91,336	1.83%	\$117	\$91,336	1.73%	\$117
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$1,129,737	22.64%	\$1,447	\$1,133,344	21.52%	\$1,451
State Compensatory ED	\$392,175	7.86%	\$502	\$663,070	12.59%	\$849
Bilingual	\$50,174	1.01%	\$64	\$50,174	0.95%	\$64
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$23,225	0.47%	\$30	\$23,225	0.44%	\$30

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR BASTROP INT (011901104)  
BASTROP ISD**

**Total Enrolled Membership: 781**

Note: Some amounts may not total due to rounding.

- \* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- \*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR BASTROP MIDDLE (011901041)**  
**BASTROP ISD**

**Total Enrolled Membership: 864**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$5,405,287	100.00%	\$6,256	\$5,888,790	100.00%	\$6,816
Operating-Payroll	\$5,048,948	93.41%	\$5,844	\$5,498,096	93.37%	\$6,364
Other Operating	\$353,423	6.54%	\$409	\$376,932	6.40%	\$436
Non-Operating(Equipt/Supplies)	\$2,916	0.05%	\$3	\$13,762	0.23%	\$16
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$5,402,371	100.00%	\$6,253	\$5,875,028	100.00%	\$6,800
Instruction (11,95) *	\$4,138,685	76.61%	\$4,790	\$4,468,963	76.07%	\$5,172
Instructional Res/Media (12) *	\$93,082	1.72%	\$108	\$95,373	1.62%	\$110
Curriculum/Staff Develop (13) *	\$76,182	1.41%	\$88	\$76,182	1.30%	\$88
Instructional Leadership (21) *	\$43,708	0.81%	\$51	\$43,708	0.74%	\$51
School Leadership (23) *	\$540,848	10.01%	\$626	\$540,848	9.21%	\$626
Guidance/Counseling Svcs (31) *	\$300,147	5.56%	\$347	\$300,147	5.11%	\$347
Social Work Services (32) *	\$5,978	0.11%	\$7	\$61,813	1.05%	\$72
Health Services (33) *	\$49,336	0.91%	\$57	\$49,336	0.84%	\$57
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) **	\$154,405	2.86%	\$179	\$154,216	2.62%	\$178
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR BASTROP MIDDLE (011901041)  
BASTROP ISD**

**Total Enrolled Membership: 864**

	<b>General Fund</b>	<b>%</b>	<b>Per Student</b>	<b>All Funds</b>	<b>%</b>	<b>Per Student</b>
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$5,402,371	100.00%	\$6,253	\$5,875,028	100.00%	\$6,800
Regular	\$3,646,335	67.50%	\$4,220	\$3,648,328	62.10%	\$4,223
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$1,781	0.03%	\$2	\$1,781	0.03%	\$2
Students with Disabilities	\$1,003,346	18.57%	\$1,161	\$1,225,010	20.85%	\$1,418
State Compensatory ED	\$555,512	10.28%	\$643	\$804,701	13.70%	\$931
Bilingual	\$20,129	0.37%	\$23	\$20,129	0.34%	\$23
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$20,863	0.39%	\$24	\$20,863	0.36%	\$24
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$90,536	1.68%	\$105	\$90,536	1.54%	\$105
Un-Allocated	\$63,869	1.18%	\$74	\$63,680	1.08%	\$74

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR BASTROP MIDDLE (011901041)  
BASTROP ISD**

**Total Enrolled Membership: 864**

Note: Some amounts may not total due to rounding.

- \* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- \*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.



**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR CEDAR CREEK EL (011901103)**  
**BASTROP ISD**

**Total Enrolled Membership: 951**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$5,530,063	100.00%	\$5,815	\$6,071,485	100.00%	\$6,384
Operating-Payroll	\$5,168,416	93.46%	\$5,435	\$5,570,563	91.75%	\$5,858
Other Operating	\$359,551	6.50%	\$378	\$498,826	8.22%	\$525
Non-Operating(Equipt/Supplies)	\$2,096	0.04%	\$2	\$2,096	0.03%	\$2
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$5,527,967	100.00%	\$5,813	\$6,069,389	100.00%	\$6,382
Instruction (11,95) *	\$4,661,343	84.32%	\$4,902	\$4,985,225	82.14%	\$5,242
Instructional Res/Media (12) *	\$86,411	1.56%	\$91	\$91,989	1.52%	\$97
Curriculum/Staff Develop (13) *	\$97,318	1.76%	\$102	\$99,038	1.63%	\$104
Instructional Leadership (21) *	\$59,749	1.08%	\$63	\$59,749	0.98%	\$63
School Leadership (23) *	\$384,964	6.96%	\$405	\$465,848	7.68%	\$490
Guidance/Counseling Svcs (31) *	\$154,502	2.79%	\$162	\$154,502	2.55%	\$162
Social Work Services (32) *	\$6,577	0.12%	\$7	\$6,577	0.11%	\$7
Health Services (33) *	\$76,473	1.38%	\$80	\$76,473	1.26%	\$80
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR CEDAR CREEK EL (011901103)  
BASTROP ISD**

**Total Enrolled Membership: 951**

	<b>General Fund</b>	<b>%</b>	<b>Per Student</b>	<b>All Funds</b>	<b>%</b>	<b>Per Student</b>
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$5,527,967	100.00%	\$5,813	\$6,069,389	100.00%	\$6,382
Regular	\$3,406,230	61.62%	\$3,582	\$3,406,230	56.12%	\$3,582
Gifted & Talented	\$549	0.01%	\$1	\$549	0.01%	\$1
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$613,250	11.09%	\$645	\$614,062	10.12%	\$646
State Compensatory ED	\$558,455	10.10%	\$587	\$1,099,065	18.11%	\$1,156
Bilingual	\$325,643	5.89%	\$342	\$325,643	5.37%	\$342
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$7,805	0.14%	\$8	\$7,805	0.13%	\$8
Early Education Allotment	\$517,424	9.36%	\$544	\$517,424	8.53%	\$544
Dyslexia or Related Disorder Serv	\$98,611	1.78%	\$104	\$98,611	1.62%	\$104
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$0	0.00%	\$0	\$0	0.00%	\$0

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR CEDAR CREEK EL (011901103)  
BASTROP ISD**

**Total Enrolled Membership: 951**

Note: Some amounts may not total due to rounding.

- \* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- \*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR CEDAR CREEK H S (011901002)**  
**BASTROP ISD**

**Total Enrolled Membership: 1,886**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$12,035,186	100.00%	\$6,381	\$12,521,765	100.00%	\$6,639
Operating-Payroll	\$10,760,226	89.41%	\$5,705	\$10,869,842	86.81%	\$5,763
Other Operating	\$1,268,412	10.54%	\$673	\$1,268,821	10.13%	\$673
Non-Operating(Equipt/Supplies)	\$6,548	0.05%	\$3	\$383,102	3.06%	\$203
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$12,028,638	100.00%	\$6,378	\$12,138,663	100.00%	\$6,436
Instruction (11,95) *	\$9,060,518	75.32%	\$4,804	\$9,133,221	75.24%	\$4,843
Instructional Res/Media (12) *	\$77,311	0.64%	\$41	\$119,019	0.98%	\$63
Curriculum/Staff Develop (13) *	\$267,509	2.22%	\$142	\$267,509	2.20%	\$142
Instructional Leadership (21) *	\$158,623	1.32%	\$84	\$158,623	1.31%	\$84
School Leadership (23) *	\$899,538	7.48%	\$477	\$899,538	7.41%	\$477
Guidance/Counseling Svcs (31) *	\$479,622	3.99%	\$254	\$479,622	3.95%	\$254
Social Work Services (32) *	\$79,991	0.67%	\$42	\$79,991	0.66%	\$42
Health Services (33) *	\$72,661	0.60%	\$39	\$72,661	0.60%	\$39
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) **	\$863,920	7.18%	\$458	\$859,534	7.08%	\$456
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$68,945	0.57%	\$37	\$68,945	0.57%	\$37

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR CEDAR CREEK H S (011901002)**  
**BASTROP ISD**

**Total Enrolled Membership: 1,886**

	<b>General Fund</b>	<b>%</b>	<b>Per Student</b>	<b>All Funds</b>	<b>%</b>	<b>Per Student</b>
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$12,028,638	100.00%	\$6,378	\$12,138,663	100.00%	\$6,436
Regular	\$6,407,946	53.27%	\$3,398	\$6,412,455	52.83%	\$3,400
Gifted & Talented	\$385	0.00%	\$0	\$385	0.00%	\$0
Career & Technical	\$1,659,157	13.79%	\$880	\$1,660,912	13.68%	\$881
Students with Disabilities	\$2,001,046	16.64%	\$1,061	\$2,001,046	16.48%	\$1,061
State Compensatory ED	\$988,826	8.22%	\$524	\$1,096,973	9.04%	\$582
Bilingual	\$48,810	0.41%	\$26	\$48,810	0.40%	\$26
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$542	0.00%	\$0	\$542	0.00%	\$0
Athletic Programming	\$602,325	5.01%	\$319	\$602,325	4.96%	\$319
Un-Allocated	\$319,601	2.66%	\$169	\$315,215	2.60%	\$167

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR CEDAR CREEK H S (011901002)  
BASTROP ISD**

**Total Enrolled Membership: 1,886**

Note: Some amounts may not total due to rounding.

- \* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- \*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR CEDAR CREEK INT (011901108)**  
**BASTROP ISD**

**Total Enrolled Membership: 943**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$4,847,238	100.00%	\$5,140	\$5,164,946	100.00%	\$5,477
Operating-Payroll	\$4,516,587	93.18%	\$4,790	\$4,800,523	92.94%	\$5,091
Other Operating	\$327,450	6.76%	\$347	\$361,222	6.99%	\$383
Non-Operating(Equipt/Supplies)	\$3,201	0.07%	\$3	\$3,201	0.06%	\$3
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$4,844,037	100.00%	\$5,137	\$5,161,745	100.00%	\$5,474
Instruction (11,95) *	\$3,916,159	80.84%	\$4,153	\$4,145,454	80.31%	\$4,396
Instructional Res/Media (12) *	\$54,454	1.12%	\$58	\$55,580	1.08%	\$59
Curriculum/Staff Develop (13) *	\$74,030	1.53%	\$79	\$74,548	1.44%	\$79
Instructional Leadership (21) *	\$43,570	0.90%	\$46	\$43,570	0.84%	\$46
School Leadership (23) *	\$423,411	8.74%	\$449	\$423,411	8.20%	\$449
Guidance/Counseling Svcs (31) *	\$240,294	4.96%	\$255	\$240,294	4.66%	\$255
Social Work Services (32) *	\$5,689	0.12%	\$6	\$5,689	0.11%	\$6
Health Services (33) *	\$63,531	1.31%	\$67	\$63,531	1.23%	\$67
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) **	\$20,682	0.43%	\$22	\$20,232	0.39%	\$21
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR CEDAR CREEK INT (011901108)**  
**BASTROP ISD**

**Total Enrolled Membership: 943**

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$4,844,037	100.00%	\$5,137	\$5,161,745	100.00%	\$5,474
Regular	\$3,365,278	69.47%	\$3,569	\$3,367,467	65.24%	\$3,571
Gifted & Talented	\$711	0.01%	\$1	\$711	0.01%	\$1
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$999,260	20.63%	\$1,060	\$999,260	19.36%	\$1,060
State Compensatory ED	\$290,713	6.00%	\$308	\$606,682	11.75%	\$643
Bilingual	\$54,479	1.12%	\$58	\$54,479	1.06%	\$58
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$112,914	2.33%	\$120	\$112,914	2.19%	\$120
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$20,682	0.43%	\$22	\$20,232	0.39%	\$21



**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR CEDAR CREEK INT (011901108)  
BASTROP ISD**

**Total Enrolled Membership: 943**

Note: Some amounts may not total due to rounding.

- \* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- \*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR CEDAR CREEK MIDDLE (011901106)**  
**BASTROP ISD**

**Total Enrolled Membership: 1,038**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$5,545,515	100.00%	\$5,343	\$5,888,305	100.00%	\$5,673
Operating-Payroll	\$5,190,535	93.60%	\$5,001	\$5,471,796	92.93%	\$5,271
Other Operating	\$351,342	6.34%	\$338	\$412,871	7.01%	\$398
Non-Operating(Equipt/Supplies)	\$3,638	0.07%	\$4	\$3,638	0.06%	\$4
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$5,541,877	100.00%	\$5,339	\$5,884,667	100.00%	\$5,669
Instruction (11,95) *	\$4,285,139	77.32%	\$4,128	\$4,473,134	76.01%	\$4,309
Instructional Res/Media (12) *	\$78,979	1.43%	\$76	\$81,270	1.38%	\$78
Curriculum/Staff Develop (13) *	\$81,267	1.47%	\$78	\$82,398	1.40%	\$79
Instructional Leadership (21) *	\$50,198	0.91%	\$48	\$50,198	0.85%	\$48
School Leadership (23) *	\$489,800	8.84%	\$472	\$489,800	8.32%	\$472
Guidance/Counseling Svcs (31) *	\$340,733	6.15%	\$328	\$340,733	5.79%	\$328
Social Work Services (32) *	\$6,583	0.12%	\$6	\$71,364	1.21%	\$69
Health Services (33) *	\$9,578	0.17%	\$9	\$9,578	0.16%	\$9
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) **	\$199,600	3.60%	\$192	\$199,600	3.39%	\$192
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR CEDAR CREEK MIDDLE (011901106)  
BASTROP ISD**

**Total Enrolled Membership: 1,038**

	<b>General Fund</b>	<b>%</b>	<b>Per Student</b>	<b>All Funds</b>	<b>%</b>	<b>Per Student</b>
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$5,541,877	100.00%	\$5,339	\$5,884,667	100.00%	\$5,669
Regular	\$3,718,922	67.11%	\$3,583	\$3,721,726	63.24%	\$3,585
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$1,127,466	20.34%	\$1,086	\$1,127,775	19.16%	\$1,086
State Compensatory ED	\$427,789	7.72%	\$412	\$767,466	13.04%	\$739
Bilingual	\$68,100	1.23%	\$66	\$68,100	1.16%	\$66
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$133,686	2.41%	\$129	\$133,686	2.27%	\$129
Un-Allocated	\$65,914	1.19%	\$64	\$65,914	1.12%	\$64

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR CEDAR CREEK MIDDLE (011901106)  
BASTROP ISD**

**Total Enrolled Membership: 1,038**

Note: Some amounts may not total due to rounding.

- \* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- \*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR COLORADO RIVER COLLEGIATE ACADEMY (011901005)  
BASTROP ISD**

**Total Enrolled Membership: 241**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$1,359,060	100.00%	\$5,639	\$1,359,560	100.00%	\$5,641
Operating-Payroll	\$1,146,386	84.35%	\$4,757	\$1,146,386	84.32%	\$4,757
Other Operating	\$212,671	15.65%	\$882	\$213,171	15.68%	\$885
Non-Operating(Equipt/Supplies)	\$3	0.00%	\$0	\$3	0.00%	\$0
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$1,359,057	100.00%	\$5,639	\$1,359,557	100.00%	\$5,641
Instruction (11,95) *	\$1,115,298	82.06%	\$4,628	\$1,115,798	82.07%	\$4,630
Instructional Res/Media (12) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Curriculum/Staff Develop (13) *	\$14,716	1.08%	\$61	\$14,716	1.08%	\$61
Instructional Leadership (21) *	\$6,011	0.44%	\$25	\$6,011	0.44%	\$25
School Leadership (23) *	\$159,740	11.75%	\$663	\$159,740	11.75%	\$663
Guidance/Counseling Svcs (31) *	\$51,183	3.77%	\$212	\$51,183	3.76%	\$212
Social Work Services (32) *	\$1,177	0.09%	\$5	\$1,177	0.09%	\$5
Health Services (33) *	\$1,414	0.10%	\$6	\$1,414	0.10%	\$6
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) **	\$9,518	0.70%	\$39	\$9,518	0.70%	\$39
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR COLORADO RIVER COLLEGIATE ACADEMY (011901005)  
BASTROP ISD**

**Total Enrolled Membership: 241**

	<b>General Fund</b>	<b>%</b>	<b>Per Student</b>	<b>All Funds</b>	<b>%</b>	<b>Per Student</b>
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$1,359,057	100.00%	\$5,639	\$1,359,557	100.00%	\$5,641
Regular	\$1,337,762	98.43%	\$5,551	\$1,338,262	98.43%	\$5,553
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$1,355	0.10%	\$6	\$1,355	0.10%	\$6
State Compensatory ED	\$3,815	0.28%	\$16	\$3,815	0.28%	\$16
Bilingual	\$4,722	0.35%	\$20	\$4,722	0.35%	\$20
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$1,885	0.14%	\$8	\$1,885	0.14%	\$8
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$9,518	0.70%	\$39	\$9,518	0.70%	\$39

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR COLORADO RIVER COLLEGIATE ACADEMY (011901005)  
BASTROP ISD**

**Total Enrolled Membership: 241**

Note: Some amounts may not total due to rounding.

- \* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- \*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR EMILE EL (011901101)**  
**BASTROP ISD**

**Total Enrolled Membership: 779**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$5,144,852	100.00%	\$6,604	\$5,593,669	100.00%	\$7,181
Operating-Payroll	\$4,793,882	93.18%	\$6,154	\$5,190,814	92.80%	\$6,663
Other Operating	\$348,254	6.77%	\$447	\$400,139	7.15%	\$514
Non-Operating(Equipt/Supplies)	\$2,716	0.05%	\$3	\$2,716	0.05%	\$3
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$5,142,136	100.00%	\$6,601	\$5,590,953	100.00%	\$7,177
Instruction (11,95) *	\$4,281,282	83.26%	\$5,496	\$4,576,412	81.85%	\$5,875
Instructional Res/Media (12) *	\$88,577	1.72%	\$114	\$100,231	1.79%	\$129
Curriculum/Staff Develop (13) *	\$73,605	1.43%	\$94	\$73,605	1.32%	\$94
Instructional Leadership (21) *	\$55,565	1.08%	\$71	\$56,114	1.00%	\$72
School Leadership (23) *	\$344,359	6.70%	\$442	\$385,019	6.89%	\$494
Guidance/Counseling Svcs (31) *	\$219,872	4.28%	\$282	\$219,872	3.93%	\$282
Social Work Services (32) *	\$5,849	0.11%	\$8	\$5,849	0.10%	\$8
Health Services (33) *	\$73,027	1.42%	\$94	\$73,027	1.31%	\$94
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0



**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR EMILE EL (011901101)**  
**BASTROP ISD**

**Total Enrolled Membership: 779**

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$5,142,136	100.00%	\$6,601	\$5,590,953	100.00%	\$7,177
Regular	\$3,185,575	61.95%	\$4,089	\$3,185,575	56.98%	\$4,089
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$791,586	15.39%	\$1,016	\$791,586	14.16%	\$1,016
State Compensatory ED	\$364,070	7.08%	\$467	\$812,887	14.54%	\$1,044
Bilingual	\$171,859	3.34%	\$221	\$171,859	3.07%	\$221
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$16,690	0.32%	\$21	\$16,690	0.30%	\$21
Early Education Allotment	\$439,840	8.55%	\$565	\$439,840	7.87%	\$565
Dyslexia or Related Disorder Serv	\$172,516	3.35%	\$221	\$172,516	3.09%	\$221
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$0	0.00%	\$0	\$0	0.00%	\$0

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR EMILE EL (011901101)  
BASTROP ISD**

**Total Enrolled Membership: 779**

Note: Some amounts may not total due to rounding.

- \* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- \*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR GENESIS H S (011901022)**  
**BASTROP ISD**

**Total Enrolled Membership: 122**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$935,505	100.00%	\$7,668	\$937,755	100.00%	\$7,687
Operating-Payroll	\$896,190	95.80%	\$7,346	\$896,190	95.57%	\$7,346
Other Operating	\$39,309	4.20%	\$322	\$41,559	4.43%	\$341
Non-Operating(Equipt/Supplies)	\$6	0.00%	\$0	\$6	0.00%	\$0
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$935,499	100.00%	\$7,668	\$937,749	100.00%	\$7,686
Instruction (11,95) *	\$590,552	63.13%	\$4,841	\$592,802	63.22%	\$4,859
Instructional Res/Media (12) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Curriculum/Staff Develop (13) *	\$8,949	0.96%	\$73	\$8,949	0.95%	\$73
Instructional Leadership (21) *	\$3,952	0.42%	\$32	\$3,952	0.42%	\$32
School Leadership (23) *	\$160,038	17.11%	\$1,312	\$160,038	17.07%	\$1,312
Guidance/Counseling Svcs (31) *	\$46,263	4.95%	\$379	\$46,263	4.93%	\$379
Social Work Services (32) *	\$771	0.08%	\$6	\$771	0.08%	\$6
Health Services (33) *	\$124,974	13.36%	\$1,024	\$124,974	13.33%	\$1,024
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR GENESIS H S (011901022)  
BASTROP ISD**

**Total Enrolled Membership: 122**

	<b>General Fund</b>	<b>%</b>	<b>Per Student</b>	<b>All Funds</b>	<b>%</b>	<b>Per Student</b>
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$935,499	100.00%	\$7,668	\$937,749	100.00%	\$7,686
Regular	\$0	0.00%	\$0	\$2,250	0.24%	\$18
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$1,792	0.19%	\$15	\$1,792	0.19%	\$15
State Compensatory ED	\$931,008	99.52%	\$7,631	\$931,008	99.28%	\$7,631
Bilingual	\$2,699	0.29%	\$22	\$2,699	0.29%	\$22
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$0	0.00%	\$0	\$0	0.00%	\$0

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR GENESIS H S (011901022)  
BASTROP ISD**

**Total Enrolled Membership: 122**

Note: Some amounts may not total due to rounding.

- \* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
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**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR LOST PINES EL (011901110)**  
**BASTROP ISD**

**Total Enrolled Membership: 636**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$4,960,149	100.00%	\$7,799	\$5,582,368	100.00%	\$8,777
Operating-Payroll	\$4,648,460	93.72%	\$7,309	\$5,223,089	93.56%	\$8,212
Other Operating	\$308,363	6.22%	\$485	\$355,953	6.38%	\$560
Non-Operating(Equipt/Supplies)	\$3,326	0.07%	\$5	\$3,326	0.06%	\$5
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$4,956,823	100.00%	\$7,794	\$5,579,042	100.00%	\$8,772
Instruction (11,95) *	\$4,124,687	83.21%	\$6,485	\$4,578,293	82.06%	\$7,199
Instructional Res/Media (12) *	\$80,211	1.62%	\$126	\$80,211	1.44%	\$126
Curriculum/Staff Develop (13) *	\$81,042	1.63%	\$127	\$83,109	1.49%	\$131
Instructional Leadership (21) *	\$65,755	1.33%	\$103	\$65,755	1.18%	\$103
School Leadership (23) *	\$324,116	6.54%	\$510	\$400,641	7.18%	\$630
Guidance/Counseling Svcs (31) *	\$230,676	4.65%	\$363	\$230,676	4.13%	\$363
Social Work Services (32) *	\$6,280	0.13%	\$10	\$6,280	0.11%	\$10
Health Services (33) *	\$43,974	0.89%	\$69	\$43,974	0.79%	\$69
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR LOST PINES EL (011901110)  
BASTROP ISD**

**Total Enrolled Membership: 636**

	<b>General Fund</b>	<b>%</b>	<b>Per Student</b>	<b>All Funds</b>	<b>%</b>	<b>Per Student</b>
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$4,956,823	100.00%	\$7,794	\$5,579,042	100.00%	\$8,772
Regular	\$2,846,757	57.43%	\$4,476	\$2,846,757	51.03%	\$4,476
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$888,461	17.92%	\$1,397	\$911,623	16.34%	\$1,433
State Compensatory ED	\$267,918	5.41%	\$421	\$866,975	15.54%	\$1,363
Bilingual	\$289,276	5.84%	\$455	\$289,276	5.19%	\$455
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$7,202	0.15%	\$11	\$7,202	0.13%	\$11
Early Education Allotment	\$499,161	10.07%	\$785	\$499,161	8.95%	\$785
Dyslexia or Related Disorder Serv	\$158,048	3.19%	\$249	\$158,048	2.83%	\$249
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$0	0.00%	\$0	\$0	0.00%	\$0

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR LOST PINES EL (011901110)  
BASTROP ISD**

**Total Enrolled Membership: 636**

Note: Some amounts may not total due to rounding.

- \* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- \*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR MINA EL (011901102)**  
**BASTROP ISD**

**Total Enrolled Membership: 742**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$4,865,863	100.00%	\$6,558	\$6,703,203	100.00%	\$9,034
Operating-Payroll	\$4,528,875	93.07%	\$6,104	\$5,680,745	84.75%	\$7,656
Other Operating	\$332,898	6.84%	\$449	\$375,500	5.60%	\$506
Non-Operating(Equipt/Supplies)	\$4,090	0.08%	\$6	\$646,958	9.65%	\$872
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$4,861,773	100.00%	\$6,552	\$6,056,245	100.00%	\$8,162
Instruction (11,95) *	\$3,994,547	82.16%	\$5,383	\$4,990,559	82.40%	\$6,726
Instructional Res/Media (12) *	\$93,127	1.92%	\$126	\$93,127	1.54%	\$126
Curriculum/Staff Develop (13) *	\$79,374	1.63%	\$107	\$79,374	1.31%	\$107
Instructional Leadership (21) *	\$66,511	1.37%	\$90	\$66,511	1.10%	\$90
School Leadership (23) *	\$337,538	6.94%	\$455	\$423,414	6.99%	\$571
Guidance/Counseling Svcs (31) *	\$228,286	4.70%	\$308	\$228,286	3.77%	\$308
Social Work Services (32) *	\$6,052	0.12%	\$8	\$6,052	0.10%	\$8
Health Services (33) *	\$56,338	1.16%	\$76	\$56,338	0.93%	\$76
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR MINA EL (011901102)**  
**BASTROP ISD**

**Total Enrolled Membership: 742**

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$4,861,773	100.00%	\$6,552	\$6,056,245	100.00%	\$8,162
Regular	\$2,903,809	59.73%	\$3,913	\$2,911,796	48.08%	\$3,924
Gifted & Talented	\$565	0.01%	\$1	\$565	0.01%	\$1
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$1,044,767	21.49%	\$1,408	\$1,724,765	28.48%	\$2,324
State Compensatory ED	\$190,337	3.91%	\$257	\$696,523	11.50%	\$939
Bilingual	\$26,455	0.54%	\$36	\$26,455	0.44%	\$36
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$23,654	0.49%	\$32	\$23,654	0.39%	\$32
Early Education Allotment	\$573,873	11.80%	\$773	\$573,873	9.48%	\$773
Dyslexia or Related Disorder Serv	\$98,313	2.02%	\$132	\$98,313	1.62%	\$132
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$0	0.00%	\$0	\$301	0.00%	\$0

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR MINA EL (011901102)  
BASTROP ISD**

**Total Enrolled Membership: 742**

Note: Some amounts may not total due to rounding.

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- \*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR RED ROCK EL (011901107)**  
**BASTROP ISD**

**Total Enrolled Membership: 666**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$4,972,586	100.00%	\$7,466	\$5,506,685	100.00%	\$8,268
Operating-Payroll	\$4,623,726	92.98%	\$6,943	\$5,124,497	93.06%	\$7,694
Other Operating	\$344,663	6.93%	\$518	\$377,991	6.86%	\$568
Non-Operating(Equipt/Supplies)	\$4,197	0.08%	\$6	\$4,197	0.08%	\$6
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$4,968,389	100.00%	\$7,460	\$5,502,488	100.00%	\$8,262
Instruction (11,95) *	\$4,092,027	82.36%	\$6,144	\$4,460,560	81.06%	\$6,698
Instructional Res/Media (12) *	\$83,627	1.68%	\$126	\$89,205	1.62%	\$134
Curriculum/Staff Develop (13) *	\$81,161	1.63%	\$122	\$81,161	1.47%	\$122
Instructional Leadership (21) *	\$66,444	1.34%	\$100	\$66,444	1.21%	\$100
School Leadership (23) *	\$377,638	7.60%	\$567	\$465,891	8.47%	\$700
Guidance/Counseling Svcs (31) *	\$199,422	4.01%	\$299	\$199,422	3.62%	\$299
Social Work Services (32) *	\$6,295	0.13%	\$9	\$6,295	0.11%	\$9
Health Services (33) *	\$61,775	1.24%	\$93	\$61,775	1.12%	\$93
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR RED ROCK EL (011901107)  
BASTROP ISD**

**Total Enrolled Membership: 666**

	<b>General Fund</b>	<b>%</b>	<b>Per Student</b>	<b>All Funds</b>	<b>%</b>	<b>Per Student</b>
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$4,968,389	100.00%	\$7,460	\$5,502,488	100.00%	\$8,262
Regular	\$2,579,973	51.93%	\$3,874	\$2,586,904	47.01%	\$3,884
Gifted & Talented	\$106,137	2.14%	\$159	\$106,137	1.93%	\$159
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$1,066,585	21.47%	\$1,601	\$1,189,668	21.62%	\$1,786
State Compensatory ED	\$403,726	8.13%	\$606	\$807,811	14.68%	\$1,213
Bilingual	\$193,189	3.89%	\$290	\$193,189	3.51%	\$290
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$15,074	0.30%	\$23	\$15,074	0.27%	\$23
Early Education Allotment	\$503,501	10.13%	\$756	\$503,501	9.15%	\$756
Dyslexia or Related Disorder Serv	\$100,204	2.02%	\$150	\$100,204	1.82%	\$150
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$0	0.00%	\$0	\$0	0.00%	\$0

**2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR RED ROCK EL (011901107)  
BASTROP ISD**

**Total Enrolled Membership: 666**

Note: Some amounts may not total due to rounding.

- \* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- \*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.



# **Bastrop ISD 2022 – 2023 Annual Report**

## **Section 3**

### **2022 – 2023 District Accreditation Status**

# The District Accreditation Status for 2022 – 2023 is ACCREDITED

The assignment of district and charter school accreditation statuses is authorized by Texas Education Code (TEC), Chapter 39, Public School System Accountability, and 19 Texas Administrative Code (TAC), Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions. The rules define the accreditation statuses of Accredited, Accredited-Warning, Accredited-Probation, and Not Accredited-Revoked and describe how accreditation statuses are determined and assigned.

These rules may be viewed at the [Texas Administrative Code](#) link available at <https://tea.texas.gov/sites/default/files/ch097ee.pdf>, and additional information regarding the assignment of accreditation statuses to districts and charter schools can be found on the *Accreditation Status* homepage of the Texas Education Agency (TEA or agency) website at <http://tea.texas.gov/accredstatus/>.





# **Bastrop ISD 2022 – 2023 Annual Report**

## **Section 4**

### **Campus Performance Objectives for Each Campus**

**Bastrop Independent School District**  
**Bastrop High**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

As a leader in innovative, student-centered education, the mission of Bastrop ISD and Bastrop High School is to ignite passion for life-long learning and to successfully motivate and prepare all students to compete globally by ensuring they are engaged in diverse, rigorous, and relevant learning experiences that incorporate 21st Century skills.

## Core Beliefs

A diverse and engaging environment contributes to successful learning.

Serving the individual needs of all learners is central to our mission.

Community collaboration directly results in the growth of our schools.

Education empowers everyone.

People feel valued when they are heard.

Involvement beyond the classroom contributes to student success.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Bastrop High School is located in Bastrop, Texas and is a rural- suburban school which is located east of Austin. Student and teacher information over the past four (4) years is as follows:

### Students Population

Year	Student Enrollment
2017-18	1404
2018-19	1468
2019-20	1441
2020-21	1449
2021-22	1563

Increasing student population has determined a need for additional teaching staff to reduce class sizes in core content areas.

### Student Demographics

Race/Ethnicity	2017-18	2018-19	2019-20	2020-21	2021-2022
Hispanic/Latino	49.72%	51.98%	52.6%	56.7%	58.4%
American Indian/Alaskan Native	.36%	.34%	.28%	.34%	.26%
Asian	.64%	.82%	.49%	.47%	.51%
Black/African American	6.62%	5.65%	6.25%	5.85%	5.18%
Native Hawaiian/Pacific Islander	.14%	0%	0%	0%	.26%
White	38.82%	37.19%	36.71%	33.7%	31.54%

### Student Program Information

Program	2017-18	2018-19	2019-20	2020-21	2021-22
Special Education	10.61%	10.29%	11.52%	11.16%	11.9%
ELL	8.33%	10.56%	13.05%	16.14%	20.47%
At-Risk	43.95%	53.41%	55.86%	55.86%	65.52%
Eco Disadvantaged	54.70%	53.13%	57.25%	60.52%	48.24%

Our increasing number of students identified as At-Risk shows a need for intervention staff and an additional social worker.

### Demographics Strengths

Some of the most notable strengths of Bastrop HS are:

1. BHS is the legacy school in BISD with a long history of support from parents and the community.
2. Many families are moving into BISD because of the schools and location.
3. BHS is widely diverse in student population.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** There has been an increase in the number of ELL students. **Root Cause:** The demographics of the campus continue to change due to the increased economic needs of the community.

**Problem Statement 2:** The At Risk population has increased the past four years. **Root Cause:** The demographics of the campus are changing.

# Student Achievement

## Student Achievement Summary

Bastrop High School overall rating is a "B" campus based on the results from the 2018-19 State of Texas Assessments of Academic Readiness (STAAR). Below is last four years of EOC percentages:

### English I

	16-17	17-18	18-19	20-21	21-22
Approaches	45.45%	47.5%	50.9%	52.3%	46.85%
Meets	31.49%	31.6%	37.2%	36.7%	29.26%
Masters	3.77%	4.2%	5.6%	5.1%	3.7%

### English II

	16-17	17-18	18-19	20-21	21-22
Approaches	61.7%	53.6%	57%	56.6%	58.05%
Meets	46.7%	36.3%	42.8%	43.7%	44.28%
Masters	4.3%	3.9%	5%	6.1%	3.6%

### Algebra I

	16-17	17-18	18-19	20-21	21-22
Approaches	61.7%	62.1%	47.9%	52.7%	56.94%
Meets	19%	23.9%	21.3%	19.1%	30.31%
Masters	5.3%	8.4%	9.2%	5.8%	13.31%

### Biology

	16-17	17-18	18-19	20-21	21-22
Approaches	87.8%	87.3%	83.7%	72.7%	76.02%
Meets	57%	51.4%	53.6%	48.5%	47.75%

	16-17	17-18	18-19	20-21	21-22
<b>Masters</b>	17%	17.3%	17.4%	16.7%	17.13%

### US History

	16-17	17-18	18-19	20-21	21-22
<b>Approaches</b>	95.8%	96.2%	93.3%	85%	87.68%
<b>Meets</b>	70.4%	78.4%	77%	64.2%	65.83%
<b>Masters</b>	34.5%	43.3%	48.8%	36.4%	37.82%

Assessment results indicate a need for teachers and paraprofessionals dedicated to intervention programming. In addiiton, there is a need to provide ESL instructional staff for our Emergent Bilingual population.

### **Student Achievement Strengths**

BHS student achievement strengths include:

1. Student performance in English 2, Algebra, Biology, and US History all increased fromp previous year.
2. Specialized teaching positions such as intervention, credit recovery, and ESL, as well as positions to reduce class size are utilized to increase student achievement"

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** English 1 and English 2 performance in approaches, meets, and masters is below state average. **Root Cause:** Students are below reading grade level when and lack comprehension skills.

**Problem Statement 2:** US History scores have decrease the past two years in relation to pre-covid scores. **Root Cause:** Special Education and EL scores are below other sub pop scores.

**Problem Statement 3:** ELL students performed significantly lower on STAAR EOC exams in all subject areas **Root Cause:** Shelter Instructional strategies are not used with fidelity.

**Problem Statement 4:** Special Education students performed significantly lower (26%) on STAAR EOC exams all subjects. **Root Cause:** Instructional strategies and supports for special education students are not being implemented with fidelity.



# School Culture and Climate

## School Culture and Climate Summary

### BHS Discipline Data: Number of students with out of classroom placements:

Year	ISS	OSS	DAEP	Expulsion
20-21	335	128	63	1
21-22	476	193	115	10

### BHS Attendance Rate

Year	Rate
16-17	93.7
17-18	93.8
18-19	93.6
19-20	94.9
20-21	93.9
21-22	90.8

Campus teacher climate survey revealed the following area as the greatest area of need.

1. Student behavior support with emphasis on disrespect towards adults.

### School Culture and Climate Strengths

- Increased used of restorative and student/parent confrences for referrals.
- An additional social worker to support students mental health is needed, and paid for by SCE funds.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Attendance rate is below targeted goal of 95%. **Root Cause:** Students are not coming to school due to their struggle with mental health.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

### Teacher Retention Rate:

Year	Teacher Retention Rate
18-19	22.6%
19-20	18.8 %
20-21	31%
21-22	

### New Teacher Support:

- District Meetings 3 times per semester
- Campus New Teacher Academy
- Campus Mentor
- PLC's
- Instructional Coaches

## Staff Quality, Recruitment, and Retention Strengths

BHS has increased level of support for new teachers to campus.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** When teachers leave after 1 or 2 years in BISD, the training and investments of the district leave with them. **Root Cause:** Being so near the Austin area, new teachers frequently commute to Bastrop and once they gain more experience move on to positions closer to home.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Implemented district and campus systems for the following:

- District Curriculum Website focused on viable curriculum
- Weekly aligned lesson plans due for each subject
- PLCs implemented daily for EOC subjects and weekly for non-tested subjects and are facilitated by designated PLC lead teachers.
- Common Assessments entered into eduphoria for data purposes
- Added academic targets to assessment calendar for tracking of student progress
- Utilization of Model Classroom Project for Instructional Model

## Curriculum, Instruction, and Assessment Strengths

Strengths include:

1. Teacher input into district curriculum and year at a glance.
2. Teacher use of data to identify strengths and needs of students.
3. Common assessments and academic target assessments aide teachers in monitoring students progress as they move through the curriculum.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** This was the first year of implementing essential standards. **Root Cause:** Staff is still learning the process of how to dig deep into each standard.

**Problem Statement 2:** There is a lack of alignment with district yag, lesson plans, and instruction. **Root Cause:** Lack of effective facilitation and collaboration of PLCs.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Bastrop High School believes education is a partnership between school, home and community. We encourage communication with our excellent faculty and staff. We look forward to working with students, parents and the community to provide a great high school experience for every student.

The Bastrop High School Faculty is dedicated and committed to helping students succeed in high school so they can become successful, productive members of our society. Our teachers strive to plan and deliver rigorous, relevant lessons that engage and challenge students. We believe our students should be working hard and thinking daily. We take pride in working with every student, every day!

Bastrop High School is a comprehensive high school that is proud to serve a diverse student population in grades 9through 12. Our students are proud of the legacy of excellence established by former BHS students. Current BHS students continue to build on the legacy by demonstrating leadership in the school and community. They work hard to make sure Bastrop High School stays a great place!

Bastrop HS enjoys the support of the Bastrop Education Foundation as well as the Bastrop Chamber of Commerce We Believe in BISD group. The BEF provides opportunities for teachers to apply for grants to fund innovative ideas that will help improve instruction for our students. The We Believe in BISD group provides positive support and encouragement through publicity and various activities during the year.

## Parent and Community Engagement Strengths

Strengths of the BHS community include:

1. Being the legacy school in the Bastrop community.
2. Strong parent, community and local business support.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Volunteers during the school day have slowly declined over the past several years. **Root Cause:** COVID-19 has limited the amount of interaction on campus with outside individuals.

# School Context and Organization

## School Context and Organization Summary

Bastrop High School is committed to providing students with a quality education that will provide a strong foundation for future success. It strives to maximize instructional time to meet this goal.

The school day for students is 8:40 am to 4:10 pm. (450 minutes per day)

Bastrop High School seeks to maximize instructional time by providing a schedule that includes as much time in class as possible. Students at Bastrop High School take seven (7) classes per day. The school day is organized into seven (7) periods which are 50 minutes in length. Students have five (5) minutes to pass between classes. There are three (3) 30 minute lunch periods for students to eat.

Bastrop High School offers a variety of clubs and organizations for student to be involved. BHS hosts a tutoring before and after school. Students attend a 30minute intervtenion period every day during Bear Time.

Bastrop High School has two social workers that support students with their social and emotional well being.

Bastrop High School offers classes both online and onsite in a blended learning model. Students are allowed to swith learning methods every 6wks.

## School Context and Organization Strengths

Strengths include:

1. Providing a large number of extracurricular opportunities of students.
2. Students opportunities for input into campus activities and campus life.
3. Teacher opportunities to provide input into campus operations and systems.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Utilization of Bear Time to support students with their academics. **Root Cause:** BHS did not have an intervention time built into the schedule in past.

# Technology

## Technology Summary

Bastrop High School currently has 1600 devices for over 1600 students.

We utilize technology daily for instruction and interventions through Bear Time.

During Bear Time, students are accessing APEX for tutoring in TSI, SAT, ACT, and EOC Test prep courses.

We also have devices and hotspots available for student check out who are having to quarantine due to covid.

## Technology Strengths

Strengths include:

1. Use of Google classroom by all of the teachers.
2. Teacher and student access to a variety of technology professional development opportunities.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Students did not check out chromebook at the participate level we would like. **Root Cause:** Parents do not want to be responsible for the cost.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals








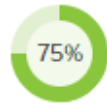





**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 1:** Implement Social Emotional Learning (SEL) curricular resources focused on building community within our classrooms, addressing students' social and emotional needs, and teaching stress management techniques

**Evaluation Data Sources:** Panorama Survey Data

**Summative Evaluation:** Significant progress made toward meeting Objective








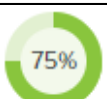





**Next Year's Recommendation:** change to a different curriculum, keep SEL lessons the same

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Implement campus training resources to ensure meaningful and timely training on MTSS best practices <b>Strategy's Expected Result/Impact:</b> Reduction in office referrals <b>Staff Responsible for Monitoring:</b> Admin	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner. <b>Strategy's Expected Result/Impact:</b> focus on safety and security of all stakeholders <b>Staff Responsible for Monitoring:</b> Admin	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Deliver Character Strong lessons once a week during Bear Time to all students. <b>Strategy's Expected Result/Impact:</b> address students' social and emotional needs <b>Staff Responsible for Monitoring:</b> MTSS Team	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1: Student Success and Well-Being:** We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 2:** Increase students' positive self perception of self-management and growth mindset skills

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Conduct campus investigations that promote and support a safe and orderly learning environment <b>Strategy's Expected Result/Impact:</b> Improved behavior <b>Staff Responsible for Monitoring:</b> Admin	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Regular review of campus discipline dashboard to identify trends, disproportionality, and possible adaptations <b>Strategy's Expected Result/Impact:</b> Improved student behavior <b>Staff Responsible for Monitoring:</b> admin	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Review survey data and respond appropriately. <b>Strategy's Expected Result/Impact:</b> improvement in areas of concern <b>Staff Responsible for Monitoring:</b> admin	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			





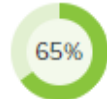








**Goal 1: Student Success and Well-Being:** We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 3:** Increase the percentage of students at Meets Grade Level on STAAR Math from 41% to 47% and STAAR Reading from 34% to 45%

**Evaluation Data Sources:** STAAR Scores

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** increased from previous year, but need to continue to improve

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Solicit input from campus instructional leaders on grade-appropriate and feasible academic and behavioral measures for individual student goal setting <b>Strategy's Expected Result/Impact:</b> increase scores <b>Staff Responsible for Monitoring:</b> instructional leaders	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Build capacity in all campus teams to implement and facilitate effective PLC structures <b>Strategy's Expected Result/Impact:</b> increase scores <b>Staff Responsible for Monitoring:</b> instructional leaders	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement campus-wide expectations and policies ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives. <b>Strategy's Expected Result/Impact:</b> increased scores <b>Staff Responsible for Monitoring:</b> instructional leadership	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





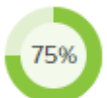


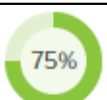

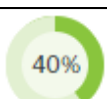
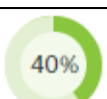

**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 1:** Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading

**Evaluation Data Sources:** STAAR Scores

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** continue to improve

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide support for classroom co-teach models specifically focused on small groups, stations, and parallel teaching <b>Strategy's Expected Result/Impact:</b> increased scores <b>Staff Responsible for Monitoring:</b> instructional leadership	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement coordinated and proactive structures to address intervention and/or enrichment for all students <b>Strategy's Expected Result/Impact:</b> increased scores <b>Staff Responsible for Monitoring:</b> instructional leadership	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement various specialized intervention built in during the day to address unique needs of students. <b>Strategy's Expected Result/Impact:</b> increase scores <b>Staff Responsible for Monitoring:</b> instructional leadership	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Implement Simultaneous Word Study structures to support English language proficiency of Emergent Bilingual students <b>Strategy's Expected Result/Impact:</b> increased socres <b>Staff Responsible for Monitoring:</b> instructional leadership team	Formative		Summative
	Nov	Feb	Apr
			



No Progress



Accomplished



Continue/Modify
















Discontinue

**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 2:** Increase training and coaching on implementing the teaching and learning strategies of academic conversations, explicit vocabulary instruction, and higher order thinking questions for all grades levels and content areas

**Evaluation Data Sources:** Training resources, observational data, T-TESS data

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Create a focused, year-long plan for implementation and monitoring of the Big 3 <b>Strategy's Expected Result/Impact:</b> increase staar scores <b>Staff Responsible for Monitoring:</b> instructional leadership team	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Provide training and ongoing support for the effective use of techniques that encourage critical thinking skills, differentiation, and scaffolded supports. <b>Strategy's Expected Result/Impact:</b> increased staar scores <b>Staff Responsible for Monitoring:</b> instructional leadership team	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Create a structure for cross-campus peer observation of Big 3 strategies <b>Strategy's Expected Result/Impact:</b> increase staar scores <b>Staff Responsible for Monitoring:</b> instructional leadership team	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			




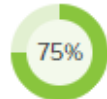





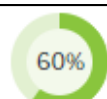





**Goal 3:** Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 1:** Student attendance will increase from 90% to 94%

**Evaluation Data Sources:** attendance rate at end of year

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** 92%












Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Send commendation letters to students and parents, guardians, or caregivers for improved school attendance and perfect attendance <b>Strategy's Expected Result/Impact:</b> increase student attendance <b>Staff Responsible for Monitoring:</b> admin	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement a written process for truancy prevention to monitor students with chronic absences or who are at high risk for not meeting attendance requirements <b>Strategy's Expected Result/Impact:</b> increase student attendance <b>Staff Responsible for Monitoring:</b> admin	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Create a written campus attendance action plan <b>Strategy's Expected Result/Impact:</b> increase student attendance rate <b>Staff Responsible for Monitoring:</b> admin	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 2:** Survey data will show increased positive perceptions of physical and psychological safety at schools

**Evaluation Data Sources:** Panorama SEL student surveys administered two times per year (school safety measure)

**Summative Evaluation:** Some progress made toward meeting Objective








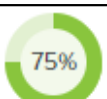





Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide safety drill training and debrief for staff and students throughout the year <b>Strategy's Expected Result/Impact:</b> increased positive perceptions of physical and psychological safety at schools <b>Staff Responsible for Monitoring:</b> admin	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Analyze visitor check-in/check-out practices to determine possible training and/or resource needs <b>Strategy's Expected Result/Impact:</b> increased positive perceptions of physical and psychological safety at schools <b>Staff Responsible for Monitoring:</b> admin	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Create a student-led campus safety patrol <b>Strategy's Expected Result/Impact:</b> increased positive perceptions of physical and psychological safety at schools <b>Staff Responsible for Monitoring:</b> Principal	Formative		Summative
	Nov	Feb	Apr
	N/A	N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 3:** Retain 86% of teachers.

**Evaluation Data Sources:** retention rate at end of school year

**Summative Evaluation:** Significant progress made toward meeting Objective





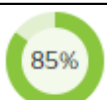
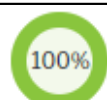
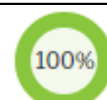




Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide ongoing support for teacher leaders in adult facilitation and team dynamics <b>Strategy's Expected Result/Impact:</b> increase retention rate to 86% <b>Staff Responsible for Monitoring:</b> leadership team	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice <b>Strategy's Expected Result/Impact:</b> increase retention rate to 86% <b>Staff Responsible for Monitoring:</b> leadership team	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Develop normed tools and processes to conduct observations, capture trends, and track progress over time. <b>Strategy's Expected Result/Impact:</b> increase retention rate to 86% <b>Staff Responsible for Monitoring:</b> leadership team	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 1:** Survey data will show increased positive perceptions of parent and community engagement opportunities

**Evaluation Data Sources:** Stakeholder surveys, staff/family newsletters, agendas, meeting notes, sign-in sheets

**Summative Evaluation:** Significant progress made toward meeting Objective







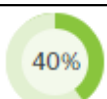
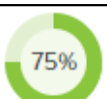
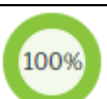




Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Integrate multiple communication strategies with families into teacher roles and responsibilities <b>Strategy's Expected Result/Impact:</b> increased positive perceptions of parent and community engagement opportunities <b>Staff Responsible for Monitoring:</b> leadership team	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Administer customized surveys for parents and families to determine specific engagement needs <b>Strategy's Expected Result/Impact:</b> increased positive perceptions of parent and community engagement opportunities <b>Staff Responsible for Monitoring:</b> leadership team	Formative		Summative
	Nov	Feb	Apr
	N/A	N/A	
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Send out weekly communication to parents on campus dates, announcements, and upcoming events. <b>Strategy's Expected Result/Impact:</b> increased positive perceptions of parent and community engagement opportunities <b>Staff Responsible for Monitoring:</b> leadership team	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4: Collaborative Partnerships:** We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 2:** Increase in business and community member participation in campus committees and events

**Evaluation Data Sources:** Event listings, staff/family newsletters, agendas, meeting notes, sign-in sheets

**Summative Evaluation:** Some progress made toward meeting Objective














Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Engage community and business partners in meaningful opportunities to participate <b>Strategy's Expected Result/Impact:</b> Increase in business and community member participation in campus committees and events <b>Staff Responsible for Monitoring:</b> leadership team	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Recognize community and business participation and/or sponsorship in campus newsletters and on social media <b>Strategy's Expected Result/Impact:</b> Increase in business and community member participation in campus committees and events <b>Staff Responsible for Monitoring:</b> leadership team	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Establish an inclusive campus welcoming system that engages all visitors <b>Strategy's Expected Result/Impact:</b> Increase in business and community member participation in campus committees and events <b>Staff Responsible for Monitoring:</b> leadership team	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4: Collaborative Partnerships:** We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 3:** Increase the percentage of graduates that are college, career, and/or military ready (CCMR) from 47% to 60%, so can receive all 30 CCMR points in Domain 3.

**Evaluation Data Sources:** EOY Accountability Report

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Conduct monthly tracking and reporting of CCMR indicators by cohort. <b>Strategy's Expected Result/Impact:</b> increase CCMR points <b>Staff Responsible for Monitoring:</b> Leadership and counseling team	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Provide training and support for SAT, ACT, TSI readiness and differentiation in Pre-AP and AP coursework <b>Strategy's Expected Result/Impact:</b> increase CCMR points <b>Staff Responsible for Monitoring:</b> leadership and counseling team	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement at college prep class for seniors who do not have their CCMR point. <b>Strategy's Expected Result/Impact:</b> increased CCMR points <b>Staff Responsible for Monitoring:</b> Leadership and counseling team	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

# State Compensatory

## Budget for Bastrop High

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 7.9

**Brief Description of SCE Services and/or Programs**

## Personnel for Bastrop High

<u>Name</u>	<u>Position</u>	<u>FTE</u>
D. Biberstein	ESL Teacher	0.2
E. Bronkhorst	Intervention Teacher	1
I. Jascheck	Credit Recovery	0.3
J. Bain	Math Teacher CSR	0.5
K. Boyer	Intervention Teacher	1
K. Damico	Credit Recovery/RtI	1
M. Keahey	Social Worker	1
S. Sheridan	Credit Recovery	0.3
S. SPano	Credit Recovery	0.6
T. Altmiller	RtI Paraprofessional	1
Z. Schutz	Social Studies Teacher CSR	1

**Bastrop Independent School District**  
**Bastrop Intermediate**  
**2022-2023 Campus Improvement Plan**

**Accountability Rating: C**



*Bastrop Intermediate School*



# Mission Statement

Bastrop Intermediate School ensures high levels of learning for all students and staff in a safe and secure environment so that all students are able to be successful at or above grade level.

## Vision

Bastrop Intermediate will be known for ensuring high levels academic achievement in that all students make at least one year's growth from year to year.

## Staff Commitments

At Bastrop Intermediate School we are committed to the following:

1. Providing a safe learning & positive environment for all students and staff
2. Ensuring high levels of academic achievement for all students and staff
3. Building and maintaining positive and trusting relationships with all stakeholders
4. Holding all students and staff accountable

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Demographic Breakdown			
Ethnic Distribution:	2019-20	2020-21	2021-22
African American	4.72%	5.38%	5.25%
Hispanic	59.79%	59.50%	61.33%
White	31.37%	31.00%	29.19%
American Indian	0.12%	0%	0.26%
Asian	0.94%	0.75	0.64%
Two or More Races	3.07%	3.38%	3.33%
Other Indicators:			
ELL	23.11%	29.5%	31.24%

### Demographics Strengths

BIS continues to be an economically and culturally diverse campus. Having a broad range of ethnicities and economic levels provides our students ample opportunities to work with others of varied experiences, backgrounds and cultural values. To address these diverse needs Bastrop Intermediate School employs a robust Social Emotional Learning curriculum. Additionally, BIS teachers implement an instructional approach, "Model Classroom Project", that has been proven effective across student groups. In addition, BIS requires all teachers to obtain an ESL certification to aid our increasing Emergent Bilingual population.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** All staff are not fully trained on how to serve our Emergent Bilingual and Special Education students who are our most struggling students. **Root Cause:** Our focus has revolved around classroom management with our DOI staff and para professionals that are covering classes instead of instructional strategies.

# Student Achievement

## Student Achievement Summary

Grade 5 Math															
Campus	2021					2022					Difference				
	Students	Approaches	Meets	Masters	PL AVG	Students	Approaches	Meets	Masters	PL AVG	Students	Approaches	Meets	Masters	PL AVG
Bastrop Int	362	58%	30%	14%	34%	382	62%%	31%	15%	36%	+20	+4%	+1%	+1%	+2%

Grade 5 Reading															
Campus	2021					2022					Difference				
	Students	Approaches	Meets	Masters	PL AVG	Students	Approaches	Meets	Masters	PL AVG	Students	Approaches	Meets	Masters	PL AVG
Bastrop Int	366	59%	33%	20%	37%	382	66%	40%	23%	43%	+16	+7%	+7%	+3%	+6%

Grade 5 Science															
Campus	2021					2022					Difference				
	Students	Approaches	Meets	Masters	PL AVG	Students	Approaches	Meets	Masters	PL AVG	Students	Approaches	Meets	Masters	PL AVG
Bastrop INT	364	52%	22%	8%	27%	382	57%	28%	12%	32%	+18	+5%	+6%	+4%	+5%

Grade 6 Math															
Campus	2021					2022					Difference				
	Students	Approaches	Meets	Masters	PL AVG	Students	Approaches	Meets	Masters	PL AVG	Students	Approaches	Meets	Masters	PL AVG
Bastrop INT	391	58%	31%	14%	34%	397	68%	33%	13%	38%	+6	+10%	+2%	-1%	+4%

**Grade 6 Reading**

Campus	2021					2022					Difference				
	Students	Approaches	Meets	Masters	PL AVG	Students	Approaches	Meets	Masters	PL AVG	Students	Approaches	Meets	Masters	PL AVG
Bastrop INT	388	49%	22%	9%	27%	396	58%	31%	15%	35%	+8	+9%	+9%	+6%	+8%

**5th Grade Math**

Bastrop Intermediate	2021					2022					Difference				
	Students	Approaches	Meets	Masters	PL AVG	Students	Approaches	Meets	Masters	PL AVG	Students	Approaches	Meets	Masters	PL AVG
Eco Dis	297	57%	29%	12%	33%	249	57%	24%	11%	31%	-48	0%	-5%	-1%	-2%
LEP	114	47%	21%	7%	25%	111	55%	23%	14%	31%	-3	+8%	+2%	+7%	+6%
SpEd	31	26%	13%	3%	14%	54	15%	0%	0%	5%	+23	-11%	-13%	-3%	-11%

**5th Grade Reading**

5th Reading															
Bastrop Intermediate	2021					2022					Difference				
	Students	Approaches	Meets	Masters	PL AVG	Students	Approaches	Meets	Masters	PL AVG	Students	Approaches	Meets	Masters	PL AVG
Eco Dis	301	57%	30%	18%	35%	249	59%	33%	18%	37%	-52	+2%	+3%	0%	+2%
LEP	114	41%	18%	9%	23%	111	50%	24%	15%	30%	-3	+9%	+6%	+6%	+7%
SpEd	32	31%	16%	3%	17%	54	20%	4%	0%	8%	+22	-11%	-12%	-3%	-9%

**5th Grade Science**

Bastrop Intermediate	2021					2022					Difference				
	Students	Approaches	Meets	Masters	PL AVG	Students	Approaches	Meets	Masters	PL AVG	Students	Approaches	Meets	Masters	PL AVG
Eco Dis	299	50%	21%	6%	26%	249	50%	21%	7%	26%	-50	0%	0%	+1%	0%
LEP	113	34%	8%	2%	14%	111	45%	19%	6%	23%	-2	+11%	+11%	+4%	+9%
SpEd	32	25%	19%	3%	16%	54	15%	0%	0%	5%	+22	-10%	-19%	-3%	-11%

**6th Grade Math**

Bastrop Intermediate	2021					2022					Difference				
	Students	Approaches	Meets	Masters	PL AVG	Students	Approaches	Meets	Masters	PL AVG	Students	Approaches	Meets	Masters	PL AVG
Eco Dis	266	48%	20%	6%	25%	232	62%	25%	7%	31%	-34	+14%	+5%	+1%	+6%
LEP	115	41%	14%	3%	19%	132	64%	22%	6%	31%	+17	+23%	-8%	+3%	+12%
SpEd	43	12%	2%	2%	5%	39	33%	8%	0%	14%	-4	+21%	+6%	+2%	+9%

#### 6th Grade Reading

Bastrop Intermediate	2021					2022					Difference				
	Students	Approaches	Meets	Masters	PL AVG	Students	Approaches	Meets	Masters	PL AVG	Students	Approaches	Meets	Masters	PL AVG
Eco Dis	263	38%	12%	5%	18%	231	51%	23%	15%	30%	-32	+13%	+11%	+10%	+12%
LEP	114	28%	5%	0%	11%	131	41%	18%	5%	21%	+17	+13%	+13%	+5%	+10%
SpEd	42	5%	0%	0%	2%	39	18%	8%	0%	9%	-3	+13%	+8%	0%	+7%

Assessment data indicates a need for teachers and paraprofessionals dedicated to intervention programming. In addition, our growing student population calls for extra core content teachers to be hired in order to reduce class size.

Based on science data, there is a need for additional supplemental materials to support hands-on science instruction.

#### Student Achievement Strengths

In looking at overall scores, all grade level and subjects saw a small increase in performance levels

5th Math (2%)

6th Math (4%)

5th Reading (6%)

6th Reading (8%)

5th Science (5%)

Our LEP and Eco Dis students are doing just as well as our overall population

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Students are up to two years behind in their skill and content knowledge with only 30% meeting grade level. **Root Cause:** We've only been focusing on all students making at least one years growth instead of increasing our meets numbers.

# School Culture and Climate

## School Culture and Climate Summary

Overall, Students and Staff feel safe and supported at BIS. Staff feel heard but still struggle with the constant heavy workload. Students struggle with the issues that arise from the use of social media and the toll that it takes on them.

Survey data around school safety indicates a need for a Campus Safety Monitor.

## School Culture and Climate Strengths

Students and Staff feel safe at BIS. Physical violence rarely occurs between students and never between Students and Staff. We have a strong belief that our Students need and benefit from Social Emotional Learning. Our students feel like they have close connections with their Teachers and or at least one adult on campus. Our Staff are committed to the goal and belief that all students can learn and make at least one year's progress.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Students struggle with how to deal with problems they experience and how to appropriately problem solve those issues. **Root Cause:** SEL and trauma-informed strategy training has not been consistently implemented and monitored over the course of the school year.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

18-19: 34.69%

19-20: 15.91%

20-21: 33%

## Employee Turnover:

17-18 - 35%

19-20 - 16%

20-21 - 33%

21-22 - 23%

22-23 - 13%

## Years of Experience - Certified Staff

0-5 years - 19

5-10 years - 20

10+ years - 11

ESL Certified - 39

DOI - 10

Average of 2-3 unfilled positions throughout the year

### **Staff Quality, Recruitment, and Retention Strengths**

1. Core teachers are scheduled to PLC for 1 hour weekly on Wednesday during their conference period
2. Number of ESL certified teachers on campus continues to grow
3. All teachers participate in ongoing professional development via faculty meetings and conference periods that is aligned to campus instructional framework
4. New teachers are teamed with a mentor teacher and instructional coach
5. All mentor teachers attended training prior to taking on the role of mentor teacher.
6. Mentor and Mentees were provided training and handbooks with specific activities and requirements for successful completion of the mentor program.
7. New teachers meet with HR once a month in the Fall to discuss needs and concerns
8. MTSS Coach provides Classroom management support and coaching

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** We struggle to fill all positions at the beginning of the school year and keep them filled **Root Cause:** We do not have a targeted campus-based plan for recruiting and retaining high-quality staff.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

### Curriculum

- The Curriculum focus at Bastrop Intermediate school is a guaranteed and viable curriculum that includes required and recommended resources based upon instructional focus documents developed by TEKS Resource System. District and campus staff participated in the curriculum council to devise essential standards as a focus for learning for our campus. Developing a guaranteed and viable curriculum.

### Instruction and Intervention

- All teachers were trained in Model Classroom Project which serves as the instructional model for BIS. BIS is entering the 4th year of implementation.
- All ELA, Math, and Science teachers were trained to conduct TEKS-focused small groups. Math and Reading using Imagine Math and Amplify. Students below level are given a 2nd diagnostic screeners. That information is used in conjunction with STAAR Results to determine intervention (Bear Time) groupings. Students are purposely grouped according to academic needs for Bear Time. Intervention periods utilize a variety of supports that include Step Up to the STAAR, Measuring Up, Amplify and Imagine Math. Additionally, certified ELA and Math RTI teachers pull students identified as Tier 3 during Bear Time and to facilitate lower student-to-teacher ratios.
- Tutoring is provided daily from 8:00-8:30 via learning lab and 4:00-6:00 via our grant-funded ACE program.
- Monthly "Student Progress Meetings" are held to review student data and evaluate the effectiveness of intervention and instruction.

### Assessment

- Assessment is continuous through formative and summative assessments.
- A combination of district and campus assessments is given during the course of the year to assess student progress.
- All 5th and 6th-grade students focus on Amplify reading inventory, campus benchmark, and STAAR for assessments.
- TELPAS is a major assessment for all ELL students.
- Test data is carefully analyzed through Eduphoria and district-developed tools to fine-tune instructional needs and to adjust the curriculum.

### Planning

- Each core content & grade level team is offered one paid planning day a semester (usually on a Saturday)
- Once weekly grade level Collaborative Team Meetings meetings are held by subject area. During which time teachers model lessons for peers to ensure alignment and troubleshoot any student misconceptions.
- Lesson planning is done collaboratively and aligned across content areas. This practice has determined a need for staff dedicated to instructional coaching.
- Following major assessments teachers in focus areas (Math, Science, and ELA) are provided data review and planning days.
- Professional development is integrated into faculty meetings and conference periods.

## Curriculum, Instruction, and Assessment Strengths

- Planning days for staff promote alignment across classrooms.
- Monthly student progress meetings ensure a tight focus on student performance.
- Weekly CTM meetings focusing upon essential standards and student academic gains
- Differentiated professional development

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** TELPAS results show that students are struggling to explain in-depth thinking and learning through speaking and writing. **Root Cause:** The implementation of teaching strategies that include scaffolding and academic conversations has not been consistently monitored and addressed.

# Parent and Community Engagement

## Parent and Community Engagement Summary

BIS strives to communicate effectively with all BIS parents and community members by using a variety of communication tools such as district website, campus website, Facebook, phone blast, Tuesday folders and monthly parent newsletters. All forms of communication are designed to create a positive, inviting environment for parents and all community members.

## Parent and Community Engagement Strengths

- BIS emails a monthly newsletter that highlight campus initiatives and events.
- BIS offered Camp Kodiak Parent/Student Orientation where parents and their students were able to come to a presentation and walk the campus
- BIS has several family academic nights including Meet the Teacher, Literacy Night, Math and Science Night, band and choir programs, school musical, etc.
- Students receive regular progress reports and parents and students have access to Skyward so they can check progress on daily basis if they so choose.
- Teachers send home a folder with students every Tuesday with information regarding grades, behavior and special events.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parents don't feel welcomed on campus or like they have a part in their child's educational experience here at BIS. **Root Cause:** We don't promote and encourage parents to come to campus and get involved.

## School Context and Organization

### School Context and Organization Summary

Faculty at BIS take pride in the teaching profession and continually strive to uplift and maintain a positive school environment. Improving the perception of BIS is vital to the staff. We constantly strive to achieve academic excellence and build social character. Focus goes beyond scores on standardized tests. BIS is student focused and forward thinking. To ensure the success of all our students, time is used purposefully and efficiently to drive classroom instruction.

### School Context and Organization Strengths

- A master schedule and calendar maximizes the amount of time spent on instruction and intervention
- Unnecessary interruptions to the instructional day are kept to a minimum.
- RTI is being utilized successfully through daily intervention classes campus wide.
- BIS performs safety drills regularly and efficiently to ensure the safety of all students.
- Teachers accommodates special populations through ESL, bilingual, CBS, dyslexia, inclusion, life skills, resource classes, system 44, read 180, and leveled reader programs.
- There are various support programs on campus which include ACE, after school tutorials, Saturday school, and daily interventions.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Campus leaders get pulled in several different directions so it can be difficult to monitor instruction. **Root Cause:** Campus Leaders do not follow through with our observation schedules.

# Technology

## Technology Summary

There is one computer lab, containing 30 computers. As a campus we are working to gain more knowledge about how computers can be used by the staff and in the classroom. We have now implemented ChromeBooks as our primary student device allowing for the use of GoGuardian as a management system increasing time on task and improving safe student interactions on the internet. We have complete adoption of Google Suite for education for all faculty and students. Teachers are working in Google docs to develop and share lesson plans. We will continue to improve our knowledge about technology through staff development, and district specialist.

## Technology Strengths

- All Teachers use Google Classroom
- We received a grant this year giving our High risk students an additional device and hot spot to take home.
- New inventory and tracking system ensures that tech is accessible when needed
- Computer teacher providing Tech Apps skills to our 5th and 6th grade students.
- All teachers have a laptop computer.
- All classrooms have TVs that use a ScreamBeam to connect to laptops & document cameras.
- All classrooms average about 30 technology ChromeBooks for student use (1:1 campus).

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** We do not have additional devices to replace devices as they break or for pull out teachers to use. **Root Cause:** We have not created a system for routinely checking and replacing broken technology.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- RDA data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

**Support Systems and Other Data**

- Communications data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

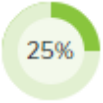


**Performance Objective 1:** Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.











Aligned Performance Objective: Implement Social Emotional Learning (SEL) curricular resources focused on building community within our classrooms, addressing students' social and emotional needs, and teaching stress management techniques

**Evaluation Data Sources:** Observational data  
Brag Board data  
Discipline data  
Panorama SEL Student Surveys  
DBRC data

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue with programming

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Implement campus training resources to ensure meaningful and timely training on MTSS best practices <b>Strategy's Expected Result/Impact:</b> Teachers will be prepared to address students emotional, social, and behavior needs. <b>Staff Responsible for Monitoring:</b> MTSS Coach PBIS Committee  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments <b>- Superintendent Goals:</b> SG 1		Formative		Summative
		Nov	Feb	Apr
				

Strategy 2 Details	Reviews		
<b>Strategy 2:</b> The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner. <b>Strategy's Expected Result/Impact:</b> We will have a more positive approach to behavior. <b>Staff Responsible for Monitoring:</b> MTSS Coach PBIS Committee  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> The campus will designate time in the master schedule for all students to receive daily SEL time. <b>Strategy's Expected Result/Impact:</b> Teachers will be able to implement what they've learned and students will have the opportunity to connect to campus expectations daily. <b>Staff Responsible for Monitoring:</b> Principal MTSS Coach  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.




**Performance Objective 2:** Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.




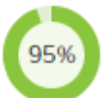





Aligned Performance Objective: Increase students' positive self perception of self-management and growth mindset skills

**Evaluation Data Sources:** Panorama SEL student surveys administered two times per year  
Observational data  
Discipline data  
DBRC data

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** Continue to improve on SEL practice in order to increase students' self perception

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	Apr
<p><b>Strategy 1:</b> Create a plan to address Social Emotional Learning teacher and student survey data.</p> <p><b>Strategy's Expected Result/Impact:</b> We will be able to address the current social, emotional, and behavioral needs of our students.</p> <p><b>Staff Responsible for Monitoring:</b> MTSS Coach PBIS Committee</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Superintendent Goals:</b> SG 1</p>			

Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Regular review of campus discipline dashboard to identify trends, disproportionality, and possible adaptations <b>Strategy's Expected Result/Impact:</b> We will be able to be more proactive in our approach to behavior and reduce the number of discipline referrals. <b>Staff Responsible for Monitoring:</b> MTSS Coach PBIS Committee Assistant Principals  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
	N/A		
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Conduct campus investigations that promote and support a safe and orderly learning environment. <b>Strategy's Expected Result/Impact:</b> Students will feel heard and know that their concerns are promptly addressed and feel safer at school. <b>Staff Responsible for Monitoring:</b> Assistant Principals Counselors  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			




**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.











**Performance Objective 3:** Strategic Priority: BISD will develop systems and structures that value student ownership of their academic and behavioral success.  
Aligned Performance Objective: Increase the percentage of students at Meets Grade Level on STAAR Math from 34% to 50% and STAAR Reading from 36% to 50%

**Evaluation Data Sources:** 2023 Accountability Data  
AT data  
Mock STAAR Data  
Formative assessment data  
Observational data

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue to increase student performance and align to secondary model

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	Apr
<p><b>Strategy 1:</b> Solicit input from campus instructional leaders on grade-appropriate and feasible academic and behavioral measures for individual student goal setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and students will take more ownership in the outcome of student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches PLC Leads</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- <b>Superintendent Goals:</b> SG 1</p>			

Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Build capacity in all campus teams to implement and facilitate effective PLC structures. <b>Strategy's Expected Result/Impact:</b> All teachers will address the 4 essential questions (what do we want students to know, how will we know that they know it, what do when do when they don't, and what do we do when they do). <b>Staff Responsible for Monitoring:</b> Instructional Coaches  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement Zearn & Desmos to supplement instruction in Math. <b>Strategy's Expected Result/Impact:</b> Students will receive additional supports in math to increase their learning using a system that tracks their progress. <b>Staff Responsible for Monitoring:</b> Math Instrucational Coach  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

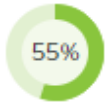
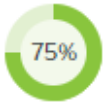




**Performance Objective 1:** Strategic Priority: BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.








Aligned Performance Objective: Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading

**Evaluation Data Sources:** 2023 Accountability Data

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue to promote learning environments giving students opportunities to excel

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide support for classroom co-teach models specifically focused on small groups, stations, and parallel teaching. <b>Strategy's Expected Result/Impact:</b> Our students will receive the additional support they need in order to close their learning gaps. <b>Staff Responsible for Monitoring:</b> Sped Department Chair Campus LPAC Coordinator Assistant Principals  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 2	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement a formative assessment process for monitoring Emergent Bilingual performance in listening, speaking, reading, and writing. <b>Strategy's Expected Result/Impact:</b> At least 36% of our students will make at least one year's growth on TELPAS. <b>Staff Responsible for Monitoring:</b> Campus LPAC Coordinator/Administrator  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement coordinated and proactive structures to address intervention and/or enrichment for all students. <b>Strategy's Expected Result/Impact:</b> We will be able to reduce our students' learning gaps and increase the number of students achieving meets in reading and math. <b>Staff Responsible for Monitoring:</b> Instructional Coaches Campus Principal  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 2	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.









**Performance Objective 2:** Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Aligned Performance Objective: Increase training and coaching on implementing the teaching and learning strategies of academic conversations, explicit vocabulary instruction, and higher order thinking questions for all grades levels and content areas

**Evaluation Data Sources:** ESL Cohort Training  
Observational data  
T-TESS data

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Implement Walk through process for BIG 3 fidelity checks

Strategy 1 Details	Reviews		
Strategy 1: Create a focused, year-long plan for implementation and monitoring of the Big 3	Formative		Summative
	Nov	Feb	Apr
	N/A	N/A	
Strategy 2 Details	Reviews		
Strategy 2: Provide training and ongoing support for the effective use of techniques that encourage critical thinking skills, differentiation, and scaffolded supports.	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.




**Performance Objective 1:** Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.











Aligned Performance Objective: Student attendance will remain at 94% or higher.

**Evaluation Data Sources:** Skyward reports  
PEIMS attendance reports

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue to improve the attendance processes

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	Apr
<p><b>Strategy 1:</b> Create a written campus attendance action plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and students will have clear attendance guidelines to follow and be able to fully understand our attendance policy.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Clerk Assistant Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p>- <b>Results Driven Accountability - Superintendent Goals:</b> SG 3</p>			

Strategy 2 Details		Reviews		
<b>Strategy 2:</b> Implement a written process for truancy prevention to monitor students with chronic absences or who are at high risk for not meeting attendance requirements. <b>Strategy's Expected Result/Impact:</b> We will reduce the amount of missed instructional time for students with chronic absences. <b>Staff Responsible for Monitoring:</b> Attendance Clerk Assistant Principal  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Results Driven Accountability - Superintendent Goals:</b> SG 3		Formative		Summative
		Nov	Feb	Apr
				
Strategy 3 Details		Reviews		
<b>Strategy 3:</b> Send commendation letters to students and parents, guardians, or caregivers for improved school attendance and perfect attendance. <b>Strategy's Expected Result/Impact:</b> Parents and students will have a greater understanding of the importance of their child attending school everyday and in turn increase their attendance rate. <b>Staff Responsible for Monitoring:</b> Attendance Clerk Assistant Principal  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Results Driven Accountability - Superintendent Goals:</b> SG 3		Formative		Summative
		Nov	Feb	Apr
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.




**Performance Objective 2:** Strategic Priority: BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.









Aligned Performance Objective: Survey data will show increased positive perceptions of physical and psychological safety at schools

**Evaluation Data Sources:** Panorama SEL student surveys administered two times per year (school safety measure)

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue this for next year

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide safety drill training and debrief for staff and students throughout the year. <b>Strategy's Expected Result/Impact:</b> All students and staff will know how to respond in the event of a real emergency. <b>Staff Responsible for Monitoring:</b> Assistant Principal Campus Security Monitor BISD Police  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			

Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Analyze visitor check-in/check-out practices to determine possible training and/or resource needs. <b>Strategy's Expected Result/Impact:</b> This will ensure that all persons entering and exiting our building are tracked and our campus remains a safe place for all students and staff. <b>Staff Responsible for Monitoring:</b> Front Office Staff Assistant Principal BISD Police Campus Security Monitor  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Create a student-led campus safety patrol. <b>Strategy's Expected Result/Impact:</b> Students will take ownership in keeping our campus safe and have a sense of responsibility in everyone's safety. <b>Staff Responsible for Monitoring:</b> Counselors Campus Safety Monitor  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
	N/A	N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue			

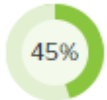
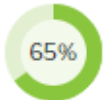




**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 3:** Strategic Priority: BISD will enhance its onboarding experience to prepare every new employee for success in BISD.  
 Aligned Performance Objective: Retain 70% of teachers.

**Evaluation Data Sources:** Staff retention data reports

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue this for next year

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Employing personalized strategies to retain staff. <b>Strategy's Expected Result/Impact:</b> We will be able to recruit teachers who are a good fit for our campus and therefore will stay from year to year. <b>Staff Responsible for Monitoring:</b> Campus Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing <b>- Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice. <b>Strategy's Expected Result/Impact:</b> Staff will feel supported and that that they are capable of doing the job well. <b>Staff Responsible for Monitoring:</b> Instructional Coaches District C&I Assistant Principals Campus Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			



Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Develop and strategically deploy marketing materials that present the school as an attractive place to work. <b>Strategy's Expected Result/Impact:</b> We will receive more highly qualified applicants and have less vacancies throughout the school year. <b>Staff Responsible for Monitoring:</b> Campus Principal District HR Department  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Strategic Staffing - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
	N/A	N/A	➔
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>➔ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 4:** Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 1:** Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

Aligned Performance Objective: Survey data will show increased positive perceptions of parent and community engagement opportunities

**Evaluation Data Sources:** Stakeholder surveys

Staff/family newsletters



Agendas











Meeting notes

Sign-in sheets

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** Continue this next year

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Administer customized surveys for parents and families to determine specific engagement needs. <b>Strategy's Expected Result/Impact:</b> Families will feel heard and we will be able to meet the needs of our families by getting more families engaged. <b>Staff Responsible for Monitoring:</b> Campus Principal  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
	N/A		

Strategy 2 Details		Reviews		
<b>Strategy 2:</b> Provide capacity-building events for parents and families on critical aspects of student learning. <b>Strategy's Expected Result/Impact:</b> Families will have a greater understanding of their student's learning objectives and goals and allow us to become partners in their student's learning. <b>Staff Responsible for Monitoring:</b> Campus Principal Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 4		Formative		Summative
		Nov	Feb	Apr
				
Strategy 3 Details		Reviews		
<b>Strategy 3:</b> Schedule monthly Principal Chat meetings, at various dates and times. <b>Strategy's Expected Result/Impact:</b> We will build partnerships with families and give them an opportunity to take a more active roll in what goes on campus and with their student's learning. <b>Staff Responsible for Monitoring:</b> Campus Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 4		Formative		Summative
		Nov	Feb	Apr
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.







**Performance Objective 2:** Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.








Aligned Performance Objective: Increase in business and community member participation in campus committees and events

**Evaluation Data Sources:** Event listings  
Staff/family newsletters  
Agendas  
Meeting notes  
Sign-in sheets

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** Continue this next year

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Engage community and business partners in meaningful opportunities to participate. <b>Strategy's Expected Result/Impact:</b> Students, family and staff will feel supported by community members. <b>Staff Responsible for Monitoring:</b> Campus Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Recognize community and business participation and/or sponsorship in campus newsletters and on social media <b>Strategy's Expected Result/Impact:</b> Community members will be viewed as true partners in our students' learning. <b>Staff Responsible for Monitoring:</b> Campus Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Establish an inclusive campus welcoming system that engages all visitors. <b>Strategy's Expected Result/Impact:</b> Visitors who feel welcome will come more often and be able to contribute to our campus culture by volunteering and supporting our events and classrooms. <b>Staff Responsible for Monitoring:</b> Campus Principal Front Office Staff  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

# State Compensatory

## Budget for Bastrop Intermediate

Total SCE Funds:

Total FTEs Funded by SCE: 5.5

Brief Description of SCE Services and/or Programs

## Personnel for Bastrop Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
E. Contreras	RtI Paraprofessional	1
M. Barnett	Math Teacher CSR	1
M. Peschke	ELA Teacher CSR	1
M. Vargas	RtI Parapropfessional	1
T. Armes	Science Teacher CSR	1
W. Williams	Intervention Paraprofessional	0.5

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
K. Jousan	Instructional Coach	Curriculum and Instruction	1.0
R. Rodriguez	Monitor, Campus Safety	Campus Safety	1.0

# Addendums



## **Parent and Family Engagement Policy**

**2022-2023**

Parents and staff at Bastrop Intermediate School have developed and agreed on the following Parent and Family Engagement Policy. The policy will be emailed to parents at the beginning and end of each school year as well as being posted on our campus website.

In order to build a dynamic home-school partnership we will provide the following:

- We will hold an annual meeting where parents will learn about the requirements of the school's Title I program and be given an opportunity to become involved with their child's education.
- Parent meetings and conferences will be held at any time in the year in order to best meet the needs of parents and students. Title I funds may be used to pay for any reasonable and necessary expenses such as interpreters, translators, child care or home visit expenses to enable parents to participate in school related meetings and trainings sessions.
- A description and explanation of the curriculum used and the forms of academic assessments used to measure student progress and proficiency levels students are expected to meet will be provided to parents through conferences, meetings, and/or newsletters.
- A school-parent compact designed by parents and school staff that outlines how parents, staff, and the students will share the responsibility for improvement in student academic achievement will be presented.
- Information relating to school and parent programs, meetings, and other activities will be sent to parents in a timely manner.

Parents and community members are always welcome partners. By making suggestions to improve our school and by working together we can make all of the students at Bastrop Intermediate School successful learners.

## **Política de participación de los Padres y la Familia 2022-2023**

Los padres y el personal de la Escuela Intermedia Bastrop han desarrollado y acordado la siguiente Política de Participación de los Padres y la Familia. La política se enviará por correo electrónico a los padres al principio y al final de cada año escolar y se publicará en el sitio web de nuestro campus.

Para construir una asociación dinámica entre el hogar y la escuela, proporcionaremos lo siguiente:

- Llevaremos a cabo una reunión anual donde los padres aprenderán sobre los requisitos del programa Título I de la escuela y se les dará la oportunidad de participar en la educación de sus hijos.
- Las reuniones y conferencias de padres se llevarán a cabo en cualquier momento del año con el fin de satisfacer mejor las necesidades de los padres y los estudiantes. Los fondos del Título I pueden usarse para pagar cualquier gasto razonable y necesario, como intérpretes, traductores, cuidado de niños o gastos de visitas domiciliarias para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas con la escuela.
- Se proporcionará a los padres una descripción y explicación del plan de estudios utilizado y las formas de evaluaciones académicas utilizadas para medir el progreso del estudiante y los niveles de competencia que se espera que alcancen los estudiantes a través de conferencias, reuniones y / o boletines informativos.
- Se presentará un pacto entre la escuela y los padres diseñado por los padres y el personal de la escuela que describe cómo los padres, el personal y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes.
- La información relacionada con la escuela y los programas para padres, reuniones y otras actividades se enviará a los padres de manera oportuna.

Los padres y los miembros de la comunidad siempre son bienvenidos. Al hacer sugerencias para mejorar nuestra escuela y al trabajar juntos, podemos hacer que todos los estudiantes de la Escuela Intermedia Bastrop sean aprendices exitosos.

Bastrop Intermediate School  
Parent-School Compact  
2022-2023

As a school family, we each have a responsibility to stay informed by attending meetings and activities at our school and by keeping up with parent-teacher communication. By working together to take on the responsibilities, we will establish the very best environment, opportunity and experience for every Bastrop Intermediate student. It is what we work towards and why we are here every day!

**As a school we agree to:**

- Encourage communication through meetings, conferences, notes, emails, parent nights, phone calls and web publications.
- Hold high expectations for ourselves and our students to exceed state and national standards in all content areas.
- Show respect to all students.
- Adjust the instructional program to meet the academic needs of all students.
- Work to provide a safe and orderly environment.
- Provide progress reports and reports cards on how your student is progressing. Report cards will be available to view in Skyward at the end of each 6-week grading period. Progress reports will be available to view in Skyward midway through each grading period.

**As a Parent/Guardian, I agree to:**

- Communicate on a regular basis with my child about school activities.
- Make sure my child is on time and prepared every day for school.
- Know how my child is doing in school by communicating with teachers.
- Ensure that my child does his/her homework or reads at home daily.
- Maintain current phone numbers, medical and other pertinent school information.
- Communicate to my child's teachers any circumstances that would directly affect my child's ability to learn.

**As a student of Bastrop Intermediate School, I agree to:**



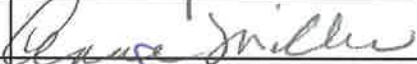






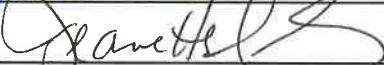
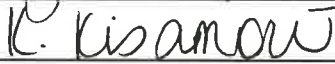
- Be safe, respectful, and responsible.
- Come to school every day ready to do my best.
- Attend all my classes daily and on time.
- Listen and follow directions.
- Follow the Bastrop Code of Conduct.
- Ask for help when I don't understand.
- Complete and return my assignments and homework in on time.

# Campus Needs Assessment (CNA) Agenda & Sign-In

Campus: Bastrop Intermediate

Date: 9/28/22

## Sign-In Sheet

Role	Print name	Signature
5th math teacher	Deborah Day Hensley	
6th ELA Teacher	Emily Eckman	
6th Math teacher/special EL	Anne Miller	
6th Science/Lead	Lee Davis	
6th Sci PLC	Keith Joessel	
6th Math Teacher	Kristina Lopez	
Math & Science IC	Amanda Maynihan	
6th SS PLC	Chris Wilkerson	
6th SS Team Lead	Nathaniel Sane	
5th ELA PLC lead/Teacher	Jeanette Gonzalez	
Campus Principal	Kristi Kisamore	


Agenda w/Notes:

Instructional Leadership Team  
Running Agenda  
Bastrop Intermediate School

**November 16, 2022**

**3:30-4:30 at BIS Room #100**

- **Welcome**
- **Good News**
  -
- **Mission** - Bastrop Intermediate School ensures high levels of learning for all students and staff in a safe and secure environment so that all students are able to be successful at or above grade level.
- **Vision** - Bastrop Intermediate will be known for ensuring high levels of academic achievement in that all students make at least one year's growth from year to year.
- **Collective Commitments** - At Bastrop Intermediate School we are committed to the following:
  - Providing safe learning & positive environment for all students and staff
  - Ensuring high levels of academic achievement for all students and staff
  - Building and maintaining positive and trusting relationships with all stakeholders
  - Holding all students and staff accountable
- **Norms**
  - Be open to new ideas
  - Honor each other's time
  - Be positive and honest
  - Be present and focused
  - Be an advocate for others
  - Always assume positive intent
- **State Testing Updates for 22-23**
  - **Paper Testing**
    - Beginning with the December 2022 STAAR end-of-course (EOC) assessments, STAAR will become an online testing program to ensure that students have access to the robust accommodations that can be provided online. **Students are expected to test online with the exception of students who require accommodations that cannot be provided online or students whose specific setting precludes technology access. In these rare and unavoidable circumstances, a student may be eligible for a special paper administration of an online STAAR test. (Students must have a Special Ed Indicator Code or 504 Indicator Code to be considered for paper testing)**
  - **No Time Limits on STAAR**
    - **TEA is removing the maximum time allowed for STAAR assessments** based on feedback from educators, parents, and students, as well as other changes to the program. Districts will no longer have to stop students from testing after a four- or five-hour testing period. Students are expected to complete STAAR tests in about three hours. **Any students who are still testing after four hours should be consolidated into a general testing area to continue testing. Students may continue testing until the end of the school day.**
  - **Reading Assistance**
    - reading or signing an constructed-response item to any student who requests it; not to

the whole class. A test administrator may read or sign an extended constructed-response item or a short constructed-response item to any student who requests it.

- This accessibility feature allows for an **exception** to the policy that requires test administrators not to look at students' computer screens.

- **Zearn & Amplify Tutors**

- Who should be pulled?
- When do we want them to stop pulling students at EOY?

- **TELPAS**

- Window February 20th-March 31st
- Goal is to complete prior to Spring Break (March 13th-17th)
- All online

- **MOCK STAAR & STAAR**

- MOCK
  - Reading - Wednesday, February 8th
  - Math - Wednesday, March 1st
  - 5th Science - Wednesday, March 8th
- STAAR -
  - Reading - Wednesday - April 26th
  - 5th Science - Wednesday, May 3rd
  - Math - Wednesday, May 10th

- **Upcoming Events**

- Thanksgiving
  - Staff Luncheon
- Christmas
  - 12 Day Countdown
  - Staff Party
  - Class Parties & Social
  - Door Decorating contest?
  - Secret Santa?

- **Future of BIS**


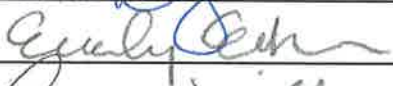
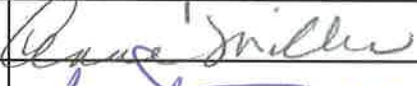






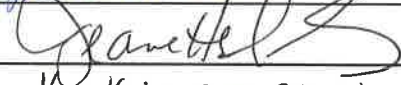
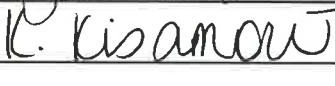
- **CIP Formative Review**

# Campus Needs Assessment (CNA) Agenda & Sign-In

Campus: Bastrop Intermediate

Date: 9/28/22

## Sign-In Sheet

Role	Print name	Signature
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Agenda w/Notes:

Instructional Leadership Team  
Running Agenda  
Bastrop Intermediate School

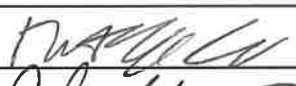
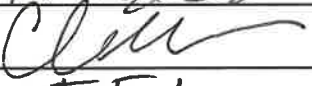
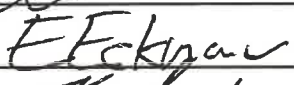

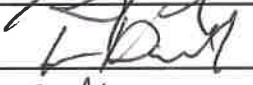
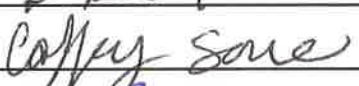
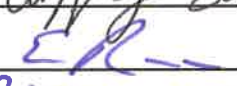

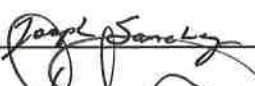



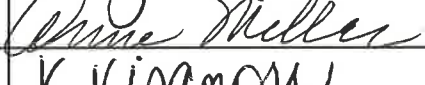

**February 15, 2023**

**3:30-4:30 in BIS Library**

- **Welcome**
- **Good News**
- **Burning Questions from Teams**
- **CNA Formative Spring Review**
  - Goal 1 - Acosta, Sanchez, C. Sauve, Wilbraham
  - Goal 2 - Jousan, Beaver, Eckman, Miller
  - Goal 3 - Moynihan, Ramirez, Dcvis, N. Sauve
  - Goal 4 - Johnston, Hensley, Joesel
- **Next Meeting - Wednesday, March 22nd**



**Bastrop Intermediate  
Instructional Leadership Team Meeting  
Sign In Sheet  
February 15, 2023  
CNA Formative Review**

Name	Role	Signature
Nathaniel Sane	Team Lead	
Claire Beaver	Team Lead #2	
Emily Eckman	ELA 6	
Keith Jossel	6th Sci PLC	
L. Davis	6th Team Lead	
Coffey Sane	5th Sci/SS Teamlead	
E. Liza Ramirez	Department Head - Teamlead	
Amanda Maynihan	IC	
Joseph Sanchez	AP	
Chaz Acosta	MTSS Coach	
Chris Wibrakem	PLC lead	
Kylah Busan	IC	
Anne Miller	Sped	
Kirti Karamore	Principal	

## Campus Improvement Plan Formative Review Agenda

**Formative Review Due Dates: by November 30, 2022, by February 28, 2023**

Resources: Access to Plan4Learning; Agenda, Meeting Notes, and Sign-In Sheet

### Pre-Work Activity (Agenda Item at a regular Leadership Team Meeting)

Time

#### Set up the WHY for CIP formative Review:

#### ESF Lever 1: Strong School Leadership and Planning

10 Min

#### Essential Action 1.2: Focused plan development and regular monitoring of implementation and outcomes

- There is an improvement plan in place with few focused priorities, clear timelines, milestones, metrics, and task owners that address the root causes of low performance.
- Campus leaders monitor plan implementation and hold task owners accountable for the execution of the work.
- Campus leaders regularly use data and other evidence to track progress towards intended outcomes.
- If milestones and benchmarks are not met, campus leaders make modifications to reach the required result.

#### Assign Pre-Work for the Leadership Team

- Divide and assign strategies to team members. Ask each member to reflect on strategy progress in order to assign an implementation level of 0-100. Members should also prepare notes indicating evidence of progress.
- Assigning this pre-work will ensure that your actual formative review meeting is smooth and productive. (Plus you are delegating and growing leadership capacity!)

### Formative Review Activity (To be completed by the end of November & February)

Time

#### Formative Review Notes:

80 min

Remember that it's okay to mark a strategy as "No Progress," if it's not time to start the strategy yet. (For example, if you have a strategy that's scheduled to begin in March and you've not done any work on the project, mark "No Progress.")

1. In Plan4Learning, Click on **Goals**, then **Formative and Summative Reviews**.
2. Review the Goal and Performance Objective with your team.
3. Compare the description of the strategy with the expected result/impact.
4. Ask the Strategy Monitor(s) for a progress report.
5. Review the following questions: *Are there appropriate materials? Is the strategy being implemented with fidelity? Has training been appropriate? Is there confusion? Is it working?*
6. Ask the Strategy Monitor(s) to update the strategy by dragging the measurement 0-100 scale and comments to show evidence of progress. *At least 75% of your strategies should note evidence of progress.*
7. Lead the team to the next strategy.
8. To ensure completion, Click on **Home** to see your Plan Status. You should see a green checkmark for the month. If you see red, you will also see the number of strategies that still need to be reviewed.
9. Upload Agenda, meeting notes, and sign-in sheet\* as an addendum to your CIP in Plan4Learning.

\*Sign-In Sheet Example or print one from Plan4Learning

**Bastrop Intermediate School  
Sign In Sheet/Firmar en la hoja  
March 28, 2023**

[illegible]

Bastrop Intermediate School

# Spring Title I Parent Meeting Junta Informativa sobre el Título I

March 28, 2023



## Agenda:

### **Title I Parent Involvement Activities and Feedback:**

Título I Actividades de Participación de Padres y sugerencias:

- **Purpose & Intent of Title I & Use of Funds/Proposito & intento del Título I & Uso de fondos**
- **Review Parent Involvement Policy and School Compact.** Revisión de la póliza de involucramiento de padres y acuerdo entre la esc
- **Annual evaluation.** Evaluación anual
- **Questions/Comments.** Preguntas/comentarios



2

Minutes: Agenda was reviewed

## Title I, Part A—Improving Basic Programs Título I, Parte A- Mejoramiento de Programas Básicos

### Intent and Purpose

Provides supplemental funds to schools with high numbers of students from low-income families to support a high-quality education that will enable all students to meet state performance standards

### Intención y Propósito

Proporciona fondos suplementarios a las escuelas con un alto número de estudiantes de familias de bajos ingresos para apoyar una educación de calidad que permita a todos los estudiantes a cumplir con los estándares de rendimiento estatales

### Use of Funds/Usos de los fondos

- > Pull-out program teachers (RTI/ESL) / Las clases y maestros de ayuda (RTI/ESL)
- > Staff development /consultants / Desarrollo del personal y consultas
- > After-school and in-school tutorials, Tutoría después de clases y durante de clases
- > Supplies & materials/Suministros y materiales
- > 1% for parent involvement / 1% para participación de padres
- > Summer school/Escuela de verano



Briefly reviewed the purpose of Title I funds

## Parent and Family Engagement Opportunities / Actividades Para Participación de Padres y Familias

- PTA – Board Opportunities and General Membership
- Migrant/Title I Meetings
- Breakfast/Lunch Visits
- Texas Public School Week
- Parent/Teacher/Student Conferences
- Book Fairs
- End of Year Awards Assemblies
- Volunteer Opportunities
- UIL
- Family Literacy Nights
- Mentor Opportunities



Reviewed parent engagement opportunities

## We value your feedback / Valoramos su opinión

- Parent Involvement Policy / Póliza de Involucramiento de Padres
- School, Student and Parent Compact / Acuerdo entre la Escuela, Estudiante y Padre



5

Reviewed Parent Involvement Policy and Compact for parents and passed out packets



## We value your feedback / Valoramos su opinion

### Annual Evaluation / Evaluación anual

- SEL Campus Survey & Campus Climate Survey / Encuesta sobre SEL y clima del campus
- District Survey / Del distrito escolar



Discussed the Panorama Results

BIS results dropped slightly in each category but still above the district

## Campus Contacts/Contactos de Escuela

Please feel free to contact us for more information or for comments and feedback /

Favor de comunicarse con nosotros si necesita más información, para comentarios o sugerencias.

### ***Principal, Bastrop Intermediate School***

Michelle Nicholas

[mnicholas@bisdtx.org](mailto:mnicholas@bisdtx.org)

(512) 772-7450



## District Contacts/Contactos del Distrito Escolar

Please feel free to contact us for more information or for comments and feedback /

Favor de comunicarse con nosotros si necesita más información, para comentarios o sugerencias.

***Federal Programs Director***

Kendra Monk 512-772-7100

***Family & Social Services Coordinator***

Norma Mercado 512-772-7133





Thank you so much for your  
support this school year!

Muchas gracias por su apoyo  
este año escolar!

**Instructional Leadership Team  
Bastrop Intermediate  
Sign In Sheet  
April 12, 2023**

[illegible]

Instructional Leadership Team  
Running Agenda  
Bastrop Intermediate School

**April 12, 2023**

**3:30-4:30 in BIS Library**

- **Welcome**
- **Good News**
  - Sauve is back!
- **Burning Questions from Teams**
  - Secondary Schedule for next year, bell schedule with passing periods
- **Curriculum Updates**
  - Amplify and Carnegie rollout to teams at CTM May 17th then Faculty Meeting whole staff that afternoon
- **CIP Summative Review**
  - Completed the Summative Review
- **CNA Formative Spring Review** - Starting next year we will do a new process in order to have a range of input from multiple departments
  - **Demographics**
  - **Student Achievement**
  - **School Culture and Climate**
  - **Staff Quality, Recruitment, and Retention**
  - **Curriculum, Instruction, and Assessment**
  - **Parent and Community Engagement**
  - **School Context and Organization**
  - **Technology**
- **Next Meeting - Wednesday May 10th**

**Agenda**  
**May 22-23, 2023**  
**5th and 6th grade**

- Good news**
- Giving all updates on the year ahead for BIS**
- Discussion on all updates and changes to come**
- Questions**
- Parenting books to be given out**
- Awards for students**
- Snacks for attendees**
- Photos**
- Conclusion**

## Campus Needs Assessment Agenda

June 6, 2023

- Good News
- Purpose of CNA
- Review of each area
  - Demographics
  - Student Achievement
  - District Culture and Climate
  - Staff Quality, Recruitment, and Retention
  - Curriculum, Instruction, and Assessment
  - Parent and Community Engagement
  - District Context and Organization
  - Technology

### \*\*\*Final input from Nicholas into Plan4learning

**Action Items:** Update STAAR Scores  
Update Demographics and Teacher Retention  
Pull Panorama data and update



[illegible]

**Bastrop Independent School District**  
**Bastrop Middle**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

We exist to inspire lifelong learning by drawing out students' passion, curiosity, and grit by capitalizing on strengths to build capacity socially, emotionally, and academically.

## Vision

A united and inviting community that fosters individual student growth and provides the tools for students to access the future of their choice.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Demographic Breakdown	19-20	20-21	21-22
African American	5.71	5.19	4.17
Hispanic	58.5	61.08	62.15
White	31.5	29.95	29.75
American Indian	.33	0	0
LEP	20.1	22.81	26.27
GT	8.3	8.86	10.76
Eco Dis	65.2	67.78	71.64
At-Risk	66.3	68.3	65.97
SpEd	12.2	10.81	11

While there has been an increase in the number of students who are identified as gifted and talented, there still remains some disproportionality between the student groups who have been identified as being gifted: 58% of students are White and 37% are Hispanic.

With a continued increase in the number of students who are identified as economically disadvantaged, the campus struggles to meet all of the social, emotional, and academic needs of these students.

With a continued increase in the number of students who have been identified as emergent bilinguals, the campus struggles to meet all of the social, emotional, and academic needs of these students.

## Demographics Strengths

BMS continues to become a more economically and culturally diverse campus. Having a wider range of ethnicities and economic levels provides our students opportunities to work with others of varied experiences, backgrounds, and cultural perspectives.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The percentage of students at BMS who have been identified as at-risk and/or economically disadvantaged remains at or above two-thirds of the total student population. **Root Cause:** The demographics of the campus illustrate the increased economic needs of the community, stemming from the economic crises in the area and the nation over the past few years.

**Problem Statement 2:** The BMS emergent bilingual population is increasing each year. **Root Cause:** The demographics of the community and school continue to change as Bastrop ISD grows and the Bastrop community continues to be developed.

# Student Achievement

## Student Achievement Summary

### 7th Math

	19-20 Mock	20-21	21-22
Approaches	35.34%	29.52%	33.74%
Meets	10.84%	6.67%	10.29%
Masters	1.2%	.95%	1.23%

### 7th Reading

	19-20 Mock	20-21	21-22
Approaches	41.69%	60.77%	68.84%
Meets	22.01%	40%	52.33%
Masters	12.41%	23.85%	27.91%

### 8th Grade Math

	19-20	20-21	21-22
Approaches	67.74%	55.21%	60.04%
Meets	42.86%	29.27%	30.13%
Masters	8.99%	7.1%	8.26%

### 8th Reading

	19-20 Mock	20-21	21-22
Approaches	55.12%	60.43%	74.19%
Meets	29.02%	31.18%	52.53%
Masters	11.95%	12.71%	29.95%

### 8th Science 16-17 17-18 18-19 19-20 Mock 20-21

Approaches	72%	60%	72%	61.85%	53.88%
Meets	43%	34%	43%	38.9%	28.4%
Masters	12%	14%	22%	16.21%	13.35%

**8th Social Studies 16-17 17-18 18-19 19-20 Mock 20-21**

Approaches	50%	46%	54%	58.56%	42.51%
Meets	37%	18%	23%	26.05%	14.25%
Masters	43%	9%	10%	11.66%	7.25%

**8th Algebra 1 16-17 17-18 18-19 19-20 Mock 20-21**

Approaches	98.45	98.55	98%	96.05%	92.81%
Meets	68.99	68.84	73%	66.45%	50.98%
Masters	36.43	35.51	44%	36.84%	24.18%

**2020 TELPAS Data**

Grade	Lower composite score than 2019	Maintained same composite score as 2019	Progressed at least 1 proficiency level
7	6%	53%	31%
8	1%	33%	66%

Grade	Lower composite score than 2020	Maintained same composite score as 2020	Progressed at least 1 proficiency level
7	34%	60%	6%
8	32%	58%	10%

**Problem Statements Identifying Student Achievement Needs**



**Problem Statement 1:** The students' scores for the 7th and 8th grade STAAR Math assessments did not demonstrate that students had made the necessary progress from the previous year. **Root Cause:** Math instruction suffered due to addition of new teachers who lacked classroom experience and knowledge of high-yield instructional strategies as well as a need for tighter alignment between the instruction of experienced and novice teachers.

**Problem Statement 2:** The limited progress seen between the 2021 and 2022 TELPAS students' scores illustrates that sheltered instructional strategies are not being utilized consistently in all classrooms across the campus. **Root Cause:** Root Cause: There is a need for more professional development and coaching of all teachers with regard to sheltered instruction strategies as well as monitoring and feedback of the implementation of those strategies.

# School Culture and Climate

## School Culture and Climate Summary

### Student Attendance

- 2019-2020 94.64%
- 2020-2021 96.02%
- 2021-2022 90.69%

### Panorama Student Data from the Spring:

40% of students felt they had a strong social connection with their teachers within and beyond the classroom.

74% of students have somewhat or even a complete sense of belonging at school.

31% of students feel that they are valued members of the school community

37% of students perceive physical and psychological safety at school.

52% of students sometimes, frequently, or almost always worry about school safety.

### Panorama Adult Data from the Spring:

For students that need extra support, it is not at all or only slightly difficult for them to get the help they need according to 77 % of the adults that were surveyed.

84% of the adults on campus think it is important for our school to hire more specialists for our students.

BMS began the school year with a police officer assigned to us but after a few months was reassigned.

The principal's advisory council and instructional leadership team agreed on adopting the theme KIND over COOL for the upcoming school year!

Many of the staff participate in the dress up days and the pot luck lunches.

Faculty brag boards in the lounge were utilized to recognize teachers and staff for their hard work and support of one another.

A Self-Care challenge was issued by a social worker for faculty.

Counselors' Corner Section is shared in the weekly Campus Updates to provide good news, opportunities for involvement, and mental health information.

The Mentor Program was re-implemented post-CoVid on campus (5 young men with high needs participated).

Lunch Bunch groups with the counselors and social worker were held for highest needs students.

Teachers were on duty in the hallway between classes to greet students and encourage campus expectations.

Popsicle Fridays and No Tardy Parties were used to recognize students with no tardies for the week and six weeks, respectively.

Grade Level Pep Rallies in Fall and a Carnival in the Spring to reward students who were on time to class.

Teacher Torches were given to faculty to recognize them for following through with the campus expectations.

The Student Council was active and took ownership of the yearbook for the first time... they produced a stellar product that actually sold out.

There is a StuCo Leadership Class and a StuCo Club.

The MTSS Coach coordination and implementation of DBRC's and the check-in and check-out procedures through on-campus teachers.

### **Organizations:**

UIL, NJHS, StuCO, Sugar Bears, Cheerleaders, Band, and Bears Tales 'n Paws Theater Company

### **Areas for Growth:**

Effectiveness of the lunch coupon - not many students chose to participate in this reward. Individual students were nominated each day by a staff member to receive a lunch coupon and eat outside with a friend during lunch, but often did not report to the outside picnic tables.

We need clubs for students to participate in that ALL students can join, not just organizations that have limits and barriers.

More opportunities for student leadership on campus would be beneficial.

### **School Culture and Climate Strengths**

For students that need extra support, there are caring adults on campus that are trained and are accessible to support their needs.

Student Council is visible and engages all students in school-wide outreach, fundraisers, and initiatives through lunch, bear time and classroom activities and after school candy cart.

We have a family atmosphere among faculty and staff. Most adults on campus take ownership of their classroom, department, and campus as a whole.

Principals' Advisory Council was implemented with fidelity.

There was consistent implementation of SEL lessons each week during advisory classes.

Brag Boards were utilized in almost all classrooms to recognize the whole class for being safe, respectful, and responsible.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Not all students feel a sense of belonging and attachment on campus. **Root Cause:** There are not enough opportunities for students to participate in activities and leadership opportunities that align with their interests.

**Problem Statement 2:** Discipline data shows that tardies and skipping are the majority of offenses resulting in missed class time. **Root Cause:** Student and teacher relationship-building and mentorships continue to need improvement.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Staff Turnover	
2020-2021	18
2021-2022	15
2022-2023	20

Teachers by Years of Experience	21-22	21-22%	20-21	20-21%
Beginning Teacher	4.8	8.5%	9	18%
1-5 Years Experience	27.2	48.1%	14	28.1%
6-10 Years Experience	7.1	12.6%	10.8	21.70%
11-20 Years Experience	5.5	9.7%	8.3	16.6%
Over 20 Years Experience	11.9	21.1%	7.8	15.5%

### Areas of Growth:

- The campus struggled to find highly qualified candidates for teaching positions.
- The campus lost more staff than expected by the end of June.
- The campus was unsuccessful with locating candidates at the job fairs that were attended.

### Staff Quality, Recruitment, and Retention Strengths

- New teacher mentor program continued.
- Campus held a monthly new staff breakfast.
- Supported new staff through PLC teams, district specialists, and campus-based coaching.

MTSS coach and IC worked with teachers in coaching cycles.

Participated in numerous job fairs and developed relationships with alternative certification programs.

Campus new teacher orientation was implemented.

Social media presence was better and promoted the opportunities on our campus.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** There were numerous positions open that had a limited number of applicants. **Root Cause:** We do not currently have a standard process for posting and promoting positions. We have relied on District advertisement only.

**Problem Statement 2:** There was approximately a 33% turnover rate for staff this year. **Root Cause:** The campus needs to do a better job with addressing teacher concern and need in the areas of campus behavior systems and ongoing professional development aligned with campus and district initiatives.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

- Weekly aligned lesson plans due for each subject
- Continued use of Modeled Classroom Project Strategies: TPO (Three-part objective), ILO (interactive lesson opening), independent warm-up, randomization, academic vocabulary enhancement, and reflection management
- Prioritize the use of BIG 8 strategies, specifically explicit vocabulary instruction, academic conversations, and higher order thinking questions
- District curriculum website focused on viable curriculum through required and recommended resources
- Common assessments and Academic Targets entered into Eduphoria for data purposes focusing on Essential Standards
- Continuation of Reading Enrichment course for Emergent Bilingual students who have not been successful with TELPAS previously
- Continued use of MTSS coach to assist teachers with classroom management strategies so that they may focus greater intention on instruction
- Implementation of Essential Standards in core content areas
  - 62% mastery of Essential Standards in 7th ELA
  - 60% mastery of Essential Standards in 8th ELA
  - 33% mastery of Essential Standards in 7th Math
  - 62% mastery of Essential Standards in 7th Honors Math
  - 44% mastery of Essential Standards in 8th Math
  - 55% mastery of Essential Standards in Algebra
  - 65% mastery of Essential Standards in 7th Science
  - 55% mastery of Essential Standards in 8th Science
  - 62% mastery of Essential Standards in 7th Social Studies
  - 52% mastery of Essential Standards in 8th Social Studies
- Continued use of Bear time schedule for targeted instruction with Essential Standards skills in reading and math
- Small-group/targeted instruction for math and reading based on Essential Standards data
- Integration of technology to enhance the learning of Essential Standards and to facilitate small-group/targeted instruction

- Master schedule designated PLCs daily for core content areas
- PLC Cycle implementation with more fidelity to focus specifically on the 4 questions
- Expansion of PLC leads to include 8th Sci, 8th SS, and Special Education Inclusion

#### **Areas of Growth:**

- Using data protocol form by student by standard to drive future instruction and intervention
- Writing across the contents in order to explain in-depth thinking and learning
- Structured Academic conversations not implemented with fidelity across the campus
- Implementation of lesson presentation protocol
- Newer teachers struggled with lesson plan creation and in-class implementation of many of the lessons.
- Only a few classes utilized small group instruction regularly.
- Most staff need training in best practices for utilizing Chromebooks in a 1:1 manner effectively.

#### **Curriculum, Instruction, and Assessment Strengths**

- Greater alignment within core content areas due to PLC collaborations and Instructional Coach support
- Frequent common assessments in core content areas for data tracking and informing instruction
- Greater fidelity with PLC protocols guided by campus Instructional Coaches and PLC leads
- Use of Essential Standards allows for implementation of small-group/targeted instruction based on data
- Bear Time activities increased student achievement in closing gaps

#### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Common Assessment data doesn't always drive future instruction and intervention. **Root Cause:** Student Data Protocol form not being utilized with fidelity across content areas, and teachers need more professional development in ways to utilize the data for intervention and extension.

**Problem Statement 2:** Writing and Academic conversations are not implemented across content areas. **Root Cause:** Teachers need additional training and support with ways to incorporate academic conversations, explicit vocabulary instruction, and reading/writing across all content areas.

**Problem Statement 3:** Newer teachers struggled with lesson plan creation and in-class implementation of many of the lessons. **Root Cause:** The lesson plan presentation protocol and



instructional walks were not implemented as often as was necessary and with fidelity. **Root Cause:** The lesson plan presentation protocol and instructional walks were not implemented as often as was necessary and with fidelity.

**Problem Statement 4:** Many teachers struggled with ways to best incorporate 1:1 Chromebooks for daily instruction. **Root Cause:** This initiative was rolled out midyear, and staff did not have enough training on best practices.

# Parent and Community Engagement

## Parent and Community Engagement Summary

In 2021-2022, BMS participated in the following community involvement activities:

Band concerts, dance performances, theater productions, choir and piano performances, sporting events, donated canned goods to Bastrop Food Pantry and Feed the Need through local churches, Thanksgiving and Christmas Baskets were donated to needy families, uplifted local nursing homes residents with small gifts and greeting cards, sent supportive letters to soldiers, produced weekly updated newsletters, floats for homecoming and Christmas parades, \$15,000 received for teachers through Bastrop Education Foundation grants, housed Christian's Closet and The Den which supported students in need throughout the district, hosted parent information nights for incoming 6th graders, current 7th and another for current 8th graders where interpreters were present for the Spanish speaking families, information night for prospective CRCA students, held a National Junior Honor Society induction ceremony, ribbon cutting ceremony for the new Mini Pitch Soccer Field, student-lead Basketball Tournament, hosted Title One Parent meetings in the Fall and Spring, 7th and 8th grade separate Awards Ceremonies, Fine Arts Awards night, End of Year Teacher Appreciation Breakfast and Luncheon provided by parents.

School Status works well for teachers to share important dates.

### Areas of Growth:

Too much of our communication is digital now (email and text through school status). Parents really wish they were receiving phone calls.

The campus does not have enough academic and student/parent events currently.

## Parent and Community Engagement Strengths

We are able to have parents visit campus again and have provided more opportunities to do that this school year, which has improved family engagement.

Community support is always helpful and positive because of the relationships that we have built.

The PTA consistently works with the staff to ensure campus needs are met and provides treats to boost teacher morale.

Campus events cater to a wide variety of stakeholders and students.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** BMS has limited opportunities for family events related to academic performance. **Root Cause:** Due to COVID many academic opportunities were eliminated and have not been reinstated.

**Problem Statement 2:** Opportunities for on-campus parental involvement have been limited since March 2020. **Root Cause:** COVID protocols impacted the allowed involvement and were not removed until the end of 2022.

**Problem Statement 3:** Not all BMS parents are able to attend school functions and parent engagement meetings. **Root Cause:** The length of the parent work day often creates barriers for parent involvement through traditional meetings and activities.

# School Context and Organization

## School Context and Organization Summary

Faculty at BMS take pride in the teaching profession and continually strive to uplift and maintain a positive school environment. Improving the perception of BMS is vital to the staff. We constantly strive to achieve academic excellence and build social character. Focus goes beyond scores on standardized tests. BMS is student focused and forward thinking. To ensure the success of all our students, time is used purposefully and efficiently to drive classroom instruction.

Areas of Growth:

Academic RTI systems were not implemented consistently across campus.

Social character is still struggling to meet middle school expectations post COVID.

Special Education teachers need more collaboration time together as well as with their co-teachers.

## School Context and Organization Strengths

A master schedule and calendar maximizes the amount of time spent on instruction and decreases class sizes.

The weekly schedule provides teachers opportunities to meet the needs of all students for tier 1 and tier 2 instruction.

Unnecessary interruptions to the instructional day are kept to a minimum.

BMS performs safety drills regularly and efficiently to ensure the safety of all students.

BMS offers academic accommodations and services through courses and programs such as ESL, CBS, social skills, Dyslexia, inclusion, life skills, resource classes, Math 180, Read 180, Amplify, Imagine Math, and Summit K12.

There are various support programs on campus which include ACE, before and after school tutorials, Saturday school, and daily Bear Time.

Master schedule designed to allow PLCs in core content areas to meet 5 days a week.

Behavioral RTI systems implemented campus-wide to ensure the success of struggling students.

Social emotional learning lessons implemented weekly.

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** The current RTI structure (behavior and academic) on campus lacks the depth to meet the needs of the students on campus. **Root Cause:** The process for academic RTI is not being consistently implemented, and the behavior RtI system has not effectively been in place for long enough.

**Problem Statement 2:** Students continue to struggle with character and emotional intelligence post COVID. **Root Cause:** Students are 2 years behind in social and emotional learning due to the pandemic.

# Technology

## Technology Summary

- Each teacher has a tv, laptop, and document camera
- Administration uses Blackboard to communicate with parents weekly
- All campus staff utilizes school status to communicate with parents and students about academic and behavioral matters
- Increased technology integration into core content instruction such as Desmos in math content
- 1:1 device distribution available due to ECF grant
- Core content teachers had access to chromebooks for student use in classrooms
- Teachers utilized Google Classroom for digital activities
- Each core content area had at least 4 chromebook carts for use
- All testing moved to online platform through Eduphoria
- State testing online through Cambium
- 2 classrooms at BMS are equipped with desktops at a 1:1 ratio, and 2 classrooms are equipped with laptops at a 1:1 ratio, with the curriculum focus of technology.
- 4 classrooms at BMS are equipped with laptops for reading and math support for students receiving dyslexia, special education, emergent bilingual, and RTI services.
- Upgrades to technology infrastructure

## Areas of Growth:

- Not all students are comfortable with working in an online testing platform
- Number of devices available in each classroom is not equitable across the campus
- Mishandling of technology and lack of care contributes to a dwindling supply of devices each year
- Staff needs more training in how to best integrate technology into instruction
- Not all teachers followed process designed by Library media specialist for distributing and collecting chromebooks during classroom use

## Technology Strengths

- BMS has ensured that all students have access to a device
- Library media specialist's process for issue, and return of all devices and hotspots
- Campus infrastructure was reliable during state online testing
- Campus staff flexibility of integration of technology into daily instruction
- Library media specialist training in Chromebook Cart maintenance and procedures

### **Problem Statements Identifying Technology Needs**

**Problem Statement 1:** Not all students are comfortable testing in an online environment. **Root Cause:** Students have not been afforded opportunities consistently to test online in each content area.

**Problem Statement 2:** Staff needs more training in how to best integrate technology into instruction. **Root Cause:** We had limited access to technology until recently when the campus went 1-1, which creates many opportunities to utilize technology in the classroom, but teachers need training and information on successful programs to use.

**Problem Statement 3:** Mishandling of technology and lack of care contributes to a dwindling supply of devices each year **Root Cause:** Not all teachers followed process designed by Library media specialist for distributing and collecting Chromebooks during classroom use

# Priority Problem Statements






# Goals










**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 1:** Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Aligned Performance Objective: Implement Social Emotional Learning (SEL) curricular resources focused on building community within our classrooms, addressing students' social and emotional needs, and teaching stress management techniques

**Evaluation Data Sources:** Panorama data, behavior and discipline data, SEL walkthrough data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	Apr
<p><b>Strategy 1:</b> Implement SEL curriculum weekly during class to proactively teach mental health and wellness skills and share strategies with families for at-home practice. Provide and review regular campus climate surveys to assess and measure progress on student and staff experiences and implementation of SEL strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Addressing social emotional and behavioral needs of students will help students develop the skills needed to be successful in all areas. There will be a decline in student behavior issues due to implementation of strategies learned in the SEL curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Admin/ MTSS Coach/MTSS team</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>			

Strategy 2 Details	Reviews		
<b>Strategy 2:</b> The entire campus will participate in a book study of Engagement by Design through the PLC meetings all year, which focuses on the importance of developing healthy student and staff relationships, teacher clarity of content being taught, and challenging all students academically. <b>Strategy's Expected Result/Impact:</b> Students will become connected to numerous adults and other students on campus in order to develop healthy relationships and gain a sense of belonging on our campus. <b>Staff Responsible for Monitoring:</b> All BMS Staff  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Create opportunities to celebrate students who model expectations and demonstrate behaviors that reflect campus values. <b>Strategy's Expected Result/Impact:</b> More students will engage in actions that are safe, respectful, responsible, and kind due to the positive reinforcement for meeting our campus expectations. <b>Staff Responsible for Monitoring:</b> Admin/ MTSS Coach/MTSS team  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> We will partner all tier 2 students with a campus staff member for daily check-in and check-out. <b>Strategy's Expected Result/Impact:</b> Students will develop positive self-esteem and a trusting relationship with their campus mentor by practicing daily goal setting and celebrating daily successes. <b>Staff Responsible for Monitoring:</b> Admin/ MTSS Coach/Campus Mentors  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			



No Progress



Accomplished



Continue/Modify













Discontinue

**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 2:** Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.

Aligned Performance Objective: Increase students' positive self perception of self-management and growth mindset skills







**Evaluation Data Sources:** Staff/ Student campus surveys and Panorama survey data











Strategy 1 Details	Reviews		
<b>Strategy 1:</b> MTSS committee will use leadership input, data from surveys and observational data to identify key skills for developing self-management and a growth mindset. The campus will develop systems for delivering content designed to improve those skills. <b>Strategy's Expected Result/Impact:</b> Students will develop greater self-management and a growth mindset in order to be better prepared for the challenges of secondary education. The campus will see a decrease in discipline referrals for conflicts and unsafe actions. <b>Staff Responsible for Monitoring:</b> Admin/ MTSS Coach/MTSS team  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> The campus will develop opportunities for students to develop leadership skills. <b>Strategy's Expected Result/Impact:</b> Student groups such as the Principal's Advisory Council and the Student Council Leadership class will allow a group of students an opportunity to learn and practice leadership skills and advocacy for themselves and others. <b>Staff Responsible for Monitoring:</b> Admin/Student Council Sponsor  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1: Student Success and Well-Being:** We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 3:** Strategic Priority: BISD will develop systems and structures that value student ownership of their academic and behavioral success.  
 Aligned Performance Objective: Increase the percentage of students at Meets Grade Level on STAAR Math from 32% to 42% and STAAR Reading from 50% to 60%

**Evaluation Data Sources:** Campus and district assessment data and STAAR test data

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Data meetings during PLT time will focus on data analysis as well as planning specifically for student extension and intervention on essential standards. In-class intervention and extension will focus on students' mastery of essential standards. <b>Strategy's Expected Result/Impact:</b> Students and teachers will see growth in student mastery of essential standards, leading to an increased percentage of students scoring at the Meets performance level on STAAR at the end of the year. <b>Staff Responsible for Monitoring:</b> PLC Leads, ICs, and Admin team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> ELA and math teachers will develop systems within the classroom for students to track their level of mastery and growth throughout the year on essential standards. <b>Strategy's Expected Result/Impact:</b> Students and teachers will see growth in student mastery of essential standards, leading to an increased percentage of students scoring at the Meets performance level on STAAR at the end of the year. <b>Staff Responsible for Monitoring:</b> PLC Leads, ICs, and Admin team  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			





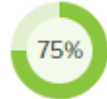

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Bear Time groupings and student lessons, focused on specific essential standards, will provide students with extended opportunities for mastery. <b>Strategy's Expected Result/Impact:</b> Students and teachers will see growth in student mastery of essential standards, leading to an increased percentage of students scoring at the Meets performance level on STAAR at the end of the year. <b>Staff Responsible for Monitoring:</b> ICs and Admin team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Provide ongoing professional development for teachers on instructional best-practices and methods for providing targeted intervention and extension opportunities for students. <b>Strategy's Expected Result/Impact:</b> Effectiveness of instruction will improve across all content areas leading to greater student mastery of essential standards. <b>Staff Responsible for Monitoring:</b> PLC Leads, ICs, and Admin team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 1:** Strategic Priority: BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.











Aligned Performance Objective: Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading

**Evaluation Data Sources:** Campus and district assessment data and 2023 STARR results

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Collaborate and build capacity with PLC leads through on-going coaching on leading the work of the professional learning team through weekly meetings with PLC leads and IC as well as bi-monthly Instructional Leadership team meetings with PLC leads, ICs, and administrators. <b>Strategy's Expected Result/Impact:</b> Improving PLT structures and protocols to implement engaging lessons which will increase all students' mastery of content taught. <b>Staff Responsible for Monitoring:</b> PLC leads, ICs, and campus administrators  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	Apr
				
Strategy 2 Details		Reviews		
<b>Strategy 2:</b> Implement and monitor Summit K12 into the Newcomers and Reading Enrichment classes focusing on speaking and listening components of the program. <b>Strategy's Expected Result/Impact:</b> Increase TELPAS scores for Emergent Bilingual students in order to exit students from EB program and increase students one year in proficiency levels. <b>Staff Responsible for Monitoring:</b> ELA/SS Instructional Coach and LPAC Administrator  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	Apr
				

Strategy 3 Details		Reviews		
<p><b>Strategy 3:</b> Students will be grouped into intervention groups for reading and math during Bear Time based upon data from common and district assessments over the essential standards. These groups will change each six weeks based upon changes in data so that students are able to achieve more than a year's worth of growth this year in these areas. The instructional coaches will design lessons based upon standards needing to be re-taught.</p> <p><b>Strategy's Expected Result/Impact:</b> The lessons will be designed to increase students' growth by more than one year in reading and math. Students will demonstrate mastery of all essential standards for reading and math on the STAAR test.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>		Formative		Summative
		Nov	Feb	Apr
				
Strategy 4 Details		Reviews		
<p><b>Strategy 4:</b> Students are placed in math lab and reading lab classes based on previous school year data to increase student mastery of math or reading skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate academic growth on reading and math campus and district assessments as well as STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, Counselors</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>		Formative		Summative
		Nov	Feb	Apr
				









Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Distribute Chromebooks to students as closely to a 1:1 ratio as possible to allow students to have additional opportunities for learning and practicing new content on digital platforms. <b>Strategy's Expected Result/Impact:</b> Students will be able to engage with instruction through a variety of platforms to increase their content knowledge and technology proficiency with multiple applications and platforms. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach, and Library Media Specialist  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			
Strategy 6 Details	Reviews		
<b>Strategy 6:</b> Co-teachers meet in PLT to collaborate on the different co-teach models and strategies to use in the classroom to increase student engagement as well as improving the design and implementation of student goals for special education students. <b>Strategy's Expected Result/Impact:</b> The instructional planning time will allow teachers to improve instruction to better meet student academic needs in a way that increases special education students' growth by more than one year. <b>Staff Responsible for Monitoring:</b> Administration, SpEd PLC lead, Instructional Coaches, and SpEd teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			










**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 2:** Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Aligned Performance Objective: Increase training and coaching on implementing the teaching and learning strategies of academic conversations, explicit vocabulary instruction, and higher order thinking questions for all grades levels and content areas

**Evaluation Data Sources:** agendas of meetings, training material, walkthrough forms, 2023 STAAR Results

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Create a learning environment for all staff by sharing exemplar models of each instructional focus in the campus updates and PLC/PLT meetings. <b>Strategy's Expected Result/Impact:</b> All staff create an environment with continuous learning to grow all students. <b>Staff Responsible for Monitoring:</b> Administration and Instructional Coaches  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Every three weeks the Instructional coaches will use the campus instructional focus to create short professional development sessions for teachers during PLT time. <b>Strategy's Expected Result/Impact:</b> Continuous improvement of instructional strategies to improve student engagement and growth for all students. <b>Staff Responsible for Monitoring:</b> Administration and Instructional Coaches  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Instructional Coaches will plan learning walks for PLTs based on the teachers' professional learning goal. <b>Strategy's Expected Result/Impact:</b> Allow for instructional coaches to support and grow teachers in their profession to best support student needs in the classroom. <b>Staff Responsible for Monitoring:</b> Administration and Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Provide training and coaching for teachers on district professional development days to assist them with incorporating campus instructional practices into daily lessons. <b>Strategy's Expected Result/Impact:</b> Support teachers with planning and implementation in order to see more than one year's growth for all students. <b>Staff Responsible for Monitoring:</b> Administration, PLC leads, and Instructional Coaches  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Provide teachers with additional professional learning opportunities beyond the campus focused on specific content and areas of campus need. <b>Strategy's Expected Result/Impact:</b> Support teachers with planning and implementation in order to see more than one year's growth for all students. <b>Staff Responsible for Monitoring:</b> Administration, PLC Leads, and Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			



No Progress



Accomplished



Continue/Modify










Discontinue

**Goal 3:** Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 1:** Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

Aligned Performance Objective: By June 2023, Campus attendance rates will increase 2% from 2021-2022 rates.

**Evaluation Data Sources:** Campus attendance data reports







Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Implement and monitor district attendance protocols and procedures to increase attendance rates. <b>Strategy's Expected Result/Impact:</b> Attendance will increase, and with consistent attendance, students will receive the instruction needed to improve achievement. <b>Staff Responsible for Monitoring:</b> BMS Administrators, Attendance Committee, Truancy Officer, and Attendance Clerk  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative		Summative
		Nov	Feb	Apr
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				








**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 2:** Strategic Priority: BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

Aligned Performance Objective: Survey data will show increased positive perceptions of physical and psychological safety at schools

**Evaluation Data Sources:** Panorama Surveys, PEIMS discipline data







Strategy 1 Details	Reviews		
<b>Strategy 1:</b> The campus will provide ongoing classroom management training, bullying prevention, and utilization of the district's discipline matrix. <b>Strategy's Expected Result/Impact:</b> Greater consistency in classroom and school-wide behavior expectations ensuring consistency and improved student behavior. <b>Staff Responsible for Monitoring:</b> BMS Administration, MTSS Coach, MTSS team  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Conduct campus investigations that promote and support a safe and orderly learning environment <b>Strategy's Expected Result/Impact:</b> A more unified, codified, and consistent response to discipline. Equitable findings that positively impact the learning environments. <b>Staff Responsible for Monitoring:</b> BMS Administration  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details		Reviews		
<b>Strategy 3:</b> Increased collaboration with city/county officials and the community to conduct campus-wide seminars and small-group sessions for students who may be at risk or have demonstrated a need for intervention <b>Strategy's Expected Result/Impact:</b> Lower incidences of drugs, violence, bullying on campus which decrease ISS, OSS and DEAP referrals <b>Staff Responsible for Monitoring:</b> District and Campus safety teams, BMS Admin, Social Worker and Counselors  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture		Formative		Summative
		Nov	Feb	Apr
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				








**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 3:** Strategic Priority: BISD will enhance its onboarding experience to prepare every new employee for success in BISD.  
 Aligned Performance Objective: Retain 90% of teachers.

**Evaluation Data Sources:** HR documentation of teacher contracts, campus and district survey results

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> The campus will provide ongoing professional development each three weeks aligned with specific campus and district goals as well as high-yield best practice strategies in addition to professional development on classroom management and building healthy student-teacher relationships.  <b>Strategy's Expected Result/Impact:</b> Teachers will feel more confident in their instruction and supported by administration, instructional coaches, and district specialists resulting in their desire to return to BMS. <b>Staff Responsible for Monitoring:</b> Administrators and ICs  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Monthly new teacher breakfasts to provide a safe space for new staff members to discuss concerns, needs, and ideas for campus improvement  <b>Strategy's Expected Result/Impact:</b> New staff will feel a greater sense of belonging and support on the campus and remain at BMS for the 23-24 school year <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			







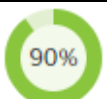





Strategy 3 Details		Reviews		
<b>Strategy 3:</b> The campus staff will be provided with formal and informal methods for communicating campus celebrations and concerns through surveys, PLC meetings, and PLT meetings. <b>Strategy's Expected Result/Impact:</b> All staff will feel a greater sense of belonging and support on the campus and remain at BMS for the 23-24 school year. The campus will be able to make adjustments based upon staff feedback. <b>Staff Responsible for Monitoring:</b> Administrators, ICs, and PLC leads  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture		Formative		Summative
		Nov	Feb	Apr
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 4:** Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 1:** Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

Aligned Performance Objective: Survey data will show increased positive perceptions of parent and community engagement opportunities

**Evaluation Data Sources:** Campus Survey and Panorama survey results








Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide opportunities for family/community engagement and parent education activities such as Literacy Night, Math Night, Science Night, and Counselor/Social Worker Chats <b>Strategy's Expected Result/Impact:</b> Greater connections will be developed between parents/guardians and BMS staff compared with the 21-22 school year. <b>Staff Responsible for Monitoring:</b> Administration, counselors, social workers, PLC leads, and ICs  <b>Title I:</b> 4.1, 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Provide bi-monthly communication with parents/guardians about campus events, academic updates, and SEL strategies. <b>Strategy's Expected Result/Impact:</b> Improved attendance at campus events and communication between parents/guardians and the campus <b>Staff Responsible for Monitoring:</b> Administration, counselors, social workers, MTSS Coach, and ICs  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 2:** Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Aligned Performance Objective: Increase in business and community member participation in campus committees and events

Evaluation Data Sources: campus calendar of events, student surveys

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> The campus will plan for at least 3 opportunities for business and community members to interact with and provide learning opportunities for students.  <b>Strategy's Expected Result/Impact:</b> Students will make connections between skills learned in middle school and how those skills translate into real-world applications. <b>Staff Responsible for Monitoring:</b> Administrators, ICs, and teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

# State Compensatory

## Budget for Bastrop Middle

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 4.5

**Brief Description of SCE Services and/or Programs**

## Personnel for Bastrop Middle

<u>Name</u>	<u>Position</u>	<u>FTE</u>
B. Juengermen	Reading Intervention	1
F. Ramirez	ESL Teacher	0.5
H. Salas	Math Intervention	1
J. Adamson	RtI Paraprofessional	1
M. Jenkins	Reading Intervention	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A. Malone	Instructional Coach	Curriculum and Instruction	1.0

# Addendums



# Bastrop Middle School

## Bastrop Middle School – Parent and Family Engagement Policy

2022-2023

**Family engagement is about seeing families as an inextricable part of their child's education and treating them as partners and experts in their child's learning and wellbeing. Years of research show that engaging families goes far beyond raising test scores – it is about preparing children and families for success in life.**

Parents and staff at Bastrop Middle School have developed and agreed on the following Parent and Family Engagement Policy. The policy will be sent home with the last report card of the year and at the beginning of the school year at parent/teacher conferences.

In order to build a dynamic home-school partnership we will provide the following:

- We will hold an annual meeting where parents will learn about the requirements of the school's Title I program and be given an opportunity to become involved with their child's education.
- Parent meetings and conferences will be held at any time in the year in order to best meet the needs of parents and students. Title I funds may be used to pay for any reasonable and necessary expenses such as interpreters, translators, child care or home visit expenses to enable parents to participate in school related meetings and trainings sessions.
- A description and explanation of the curriculum used and the forms of academic assessments used to measure student progress and proficiency levels students are expected to meet will be provided to parents through conferences, meetings, and/or newsletters.
- A school-parent compact designed by parents and school staff that outlines how parents, staff, and the students will share the responsibility for improvement in student academic achievement will be presented.
- Information relating to school and parent programs, meetings, and other activities will be sent to parents in a timely manner.

Parents and community members are always welcome partners. By making suggestions to improve our school and by working together we can make all of the students at Bastrop Middle School successful learners.



## Bastrop Middle School

### Bastrop Middle School – Póliza de involucramiento para padres y familia 2022-2023

**El involucramiento es tratar a la familia como una parte importante de la educación del estudiante y tratarlos como compañeros en el aprendizaje y bienestar de ellos. Años de investigación muestran que el involucramiento de las familias hacen una gran diferencia, no solo en las calificaciones, si no en la preparación al éxito del estudiante y su familia.**

Los padres y el personal de Bastrop Middle School han desarrollado la siguiente póliza de involucramiento. La póliza se enviará a la casa junto con el último boleto de calificaciones y al principio de cada año escolar en las juntas con los padres.

Para poder crear una dinámica en la cual el hogar y la escuela están en colaboración, se proveerá los siguiente:

- Se llevarán a cabo juntas cada año donde los padres pueden aprender más sobre los requerimientos de la escuela de parte del programa Título I y se les dará la oportunidad de involucrarse en la educación de sus estudiantes.
- Juntas y conferencias con los padres estarán disponibles durante todo el año escolar para acomodar sus horarios. Los fondos de Título I pueden ser usados para pagar costos necesarios tales como intérpretes, traductores, cuidado de niños, o visitas al hogar para facilitar la participación de los padres en cuanto a las juntas y sesiones de entrenamiento.
- Una explicación y detalles sobre el currículum que se usa, las formas de los exámenes usados para medir el progreso y nivel de dominio que a los estudiantes se les requiere llegar serán dados a los padres a través de conferencias, juntas y boletines.
- Un acuerdo entre la escuela y los padres, diseñado por los padres y personal de la escuela que explica cómo los padres, maestros, y estudiantes comparten la responsabilidad para mejorar el éxito académico estudiantil.
- Los padres serán informados con tiempo suficiente de toda información relacionada con la escuela y programas para padres, juntas u otras actividades.

Los padres y miembros de la comunidad siempre son bienvenidos en la escuela. Al proponer sugerencias para mejorar nuestra escuela, y al trabajar juntos podemos hacer que todos los estudiantes de Bastrop Middle School aprendan exitosamente.



**Bastrop Middle School  
Parent-School Compact  
2022-2023**

As a school family, we each have a responsibility to stay informed by attending meetings and activities at our school and by keeping up with parent-teacher communication. By working together to take on the responsibilities, we will establish the very best environment, opportunity and experience for every BMS student. It is what we work towards and why we are here every day!

**As a school we agree to:**

- Encourage communication through meetings, conferences, notes, emails, parent nights, phone calls and web publications.
- Hold high expectations for ourselves and our students to exceed state and national standards in all content areas.
- Show respect to all students.
- Adjust the instructional program to meet the academic needs of all students.
- Work to provide a safe and orderly environment.
- Provide progress reports and report cards on how your student is progressing. Report cards will be available at the end of each 6-week grading period. Progress reports will be available midway through each grading period.

**As a Parent/Guardian, I agree to:**

- Communicate on a regular basis with my child about school activities.
- Make sure my child is on time and prepared every day for school.
- Know how my child is doing in school by communicating with teachers.
- Ensure that my child does his/her homework or reads at home daily.
- Maintain current phone numbers, medical and other pertinent school information.
- Communicate to my child's teachers any circumstances that would directly affect my child's ability to learn.

**As a student of Bastrop Middle School, I agree to:**

- Be safe, respectful, and responsible.
- Come to school every day ready to do my best.
- Attend all my classes daily and on time.
- Listen and follow directions.
- Follow the Bastrop Code of Conduct.
- Ask for help when I don't understand.
- Complete and return my assignments and homework on time.

# CIP Formative Review Friday December 2nd

<u>Name</u>	<u>Position</u>	<u>Signature</u>
Wanda Garcia	Grandparent	Wanda Garcia
Jim Vela	EIA Inclusion / SpEd Dept. chair	Jim Vela
Noah Gonzalez	8th History	Noah Gonzalez
Christine Rector	Counselor	C Rector
Denise Bell	Counselor	Denise Bell
Hannah Reyes	Social Worker	Hannah Reyes
Lindsay Rast Brown	NYSS coach	Lindsay Rast Brown
B. Juergeman	Teacher / El. Dept.	B. Juergeman
Bill Conino	Teacher	Bill Conino
Allison Malone	Teacher	Allison Malone
Fabiola Montoya	Teacher	Fabiola Montoya
Maddy Lenard	teacher	Maddy Lenard
Cassie Tidwell	teacher	Cassie Tidwell
Ladyanne Horne	principal	Ladyanne Horne
Christopher Stelly	Assistant principal	Christopher Stelly
Amanda Huelspeth	Assistant Principal	Amanda Huelspeth

## Bastrop Middle School 22-23 Campus Improvement Plan

February 24th

April 21st

CIP Formative Check Teams December 2nd

Team	CIP Portion	Percentage Complete	Notes/Ideas
<b>Lindsey Blase-Brown, Hannah Reyes, Cassie Tidwell</b>	<b>Goal 1 P.O. 1 Strategy 1</b>	<b>75%</b>	<ul style="list-style-type: none"><li>• Smores Newsletter from Horne (works with Brown)</li><li>• SEL presented everyday 4th period through a variety of learning modes</li><li>• Parent nights/community meetings (counselor/sw)</li><li>• Grade level meetings in the library</li><li>• Still need to implement shared strategies for at-home practice/conversations</li></ul>
	<b>Goal 1 P.O. 1 Strategy 2</b>	<b>50%</b>	<ul style="list-style-type: none"><li>• “Engagement by Design” presented at PLC (staff meetings)</li><li>• Panorama Data- teacher/student relationship data has increased from last year (areas that would be good to work on within that increase, but still a positive)</li><li>• Continue book study and implementations of the book’s theories and strategies continuing into second semester (JAn 4- finish chapter on relationships and begin chapter on clarity)</li></ul>
	<b>Goal 1 P.O. 1 Strategy 3</b>	<b>50%</b>	<ul style="list-style-type: none"><li>• Student of the month</li><li>• “No tardy party”</li><li>• Pep rally planned for end of December- student who have no tardies or referrals</li><li>• Planning a dance for second semester</li><li>• Brag boards- estimated that 60% of staff are</li></ul>

## Bastrop Middle School 22-23 Campus Improvement Plan

			using them consistently (this has room for improvement)
	<b>Goal 1 P.O. 1 Strategy 4</b>	<b>90%</b>	<ul style="list-style-type: none"> <li>• Tier 2 students have all been assigned mentors <ul style="list-style-type: none"> <li>◦ Students may or may not be consistently checking in with mentor/using them as a resource</li> </ul> </li> </ul>
	<b>Goal 1 P.O. 2 Strategy 1</b>	<b>50%</b>	<ul style="list-style-type: none"> <li>• UBS and Panorama Data</li> <li>• Bullying Program was done with student volunteers (open to everybody) during lunches</li> <li>• Grit and Growth mindset program/lessons need to be implemented next semester</li> </ul>
	<b>Goal 1 P.O. 2 Strategy 2</b>	<b>60%</b>	<ul style="list-style-type: none"> <li>• NJHS/StuCo available to all students- a lot of campus service projects and community service hours have been accomplished</li> <li>• Principal Advisory meetings have commenced- students are very excited and engaged about this</li> <li>• Soccer class- encourages passing grades and expected behaviors)</li> <li>• Lacking- more inclusive groups (ex: Pals, AVID, interest clubs- hard to get teacher sponsors/volunteers)</li> </ul>
<b>Allison Malone, Fabiola Montoya, Bill Canino</b>	<b>Goal 1 P.O. 3 Strategy 1</b>	<b>50%</b>	<ul style="list-style-type: none"> <li>• <b>Use of Formative assessments to guide instruction for strengths and areas of need are being used in some content prior to the CA</b></li> <li>• <b>Data Analysis is occurring in content areas</b></li> <li>• <b>More emphasis needs to be placed in student by student data for enrichment and extension</b></li> <li>• <b>Need to work on percentages of students</b></li> </ul>

## Bastrop Middle School 22-23 Campus Improvement Plan

			at meets - not at ultimate goal for the year.
	Goal 1 P.O. 3 Strategy 2	25%	<ul style="list-style-type: none"> <li>• ELAR classes are using data folders to track student success on Essential Standards across assessments.</li> <li>• ELAR classes are planning to hold individual conferences with students based on their ECR from AT 2. <ul style="list-style-type: none"> <li>• Math has discussed but not implemented strategy for students to track their own data.</li> </ul> </li> </ul>
	Goal 1 P.O. 3 Strategy 3	50%	<ul style="list-style-type: none"> <li>• Lessons are based on needed essential standards.</li> <li>• Students who do not make Approaches and are struggling on that essential standard are in small group intensive Bear Time focused solely on that standard.</li> <li>• Beginning the 4th six weeks, students not making Meets will be placed in a different Bear Time to work on needed skills within that standard.</li> </ul>
	Goal 1 P.O. 3 Strategy 4	50%	<ul style="list-style-type: none"> <li>• Ongoing mini PDs on instructional best practices.</li> <li>• Mini PDs are not focusing on intervention and extension.</li> <li>• ICs will provide ideas for implementation for intervention and/or extension but not a PD.</li> </ul>
Jim Vela, Noah Ghormley, Laura Krcmar, Wanda Garcia	Goal 2 P.O. 1 Strategy 1	60%	<ul style="list-style-type: none"> <li>• This is continued work throughout the year, we would not make 100% until the end of the year (or at least STAAR Testing)</li> <li>• Staying on task during meetings would</li> </ul>

## Bastrop Middle School 22-23 Campus Improvement Plan

			<ul style="list-style-type: none"> <li>progress this further</li> <li>Higher focus on effective effective collaboration within teams and between teams</li> </ul>
	Goal 2 P.O. 1 Strategy 2	50%	<ul style="list-style-type: none"> <li>Great relationships with students so they can have access to the curriculum provided</li> <li>Students are getting this in class 20 minutes a day as well as bear time</li> <li>Possibly need further shared strategies between core classes to give students better access to all contents</li> </ul>
	Goal 2 P.O. 1 Strategy 3	50%	<ul style="list-style-type: none"> <li>As a campus we are executing this consistently every week</li> <li>The material aligns with in class instruction and reinforces the most missed from previous summative assessments</li> </ul>
	Goal 2 P.O. 1 Strategy 4	50%	<ul style="list-style-type: none"> <li>Halfway through the year</li> <li>It is benefitting students having additional sections and having math intervention</li> <li></li> </ul>
	Goal 2 P.O. 1 Strategy 5	75%	<ul style="list-style-type: none"> <li>There are still 200 students that need devices, some students do not have internet access</li> <li>Some parents do not want their students to have devices at home</li> <li>Parent/student education would improve these numbers</li> </ul>
	Goal 2 P.O. 1 Strategy 6	50%	<ul style="list-style-type: none"> <li>Need consistency across all content</li> <li>Science does not one person, makes it difficult to plan/build resources for that</li> </ul>

## Bastrop Middle School 22-23 Campus Improvement Plan

			<ul style="list-style-type: none"> <li>specific content</li> </ul>
<b>Travis Butler, Brenda Ricketts, Leann Juengerman</b>	Goal 2 P.O. 2 Strategy 1		
	Goal 2 P.O. 2 Strategy 2		
	Goal 2 P.O. 2 Strategy 3		
	Goal 2 P.O. 2 Strategy 4		
	Goal 2 P.O. 2 Strategy 5		
<b>Christopher Stelly, Maddy Lenard</b>	Goal 3 P.O. 1 Strategy 1	75%	<ul style="list-style-type: none"> <li>Attendance Review Committee</li> <li>Campus Calling Teams</li> <li>Trained teachers in attendance referral documentation policies and implemented calls after 3 absences in a row</li> <li>Invited students with excessive absences to Saturday School</li> <li>Weekly documentation of truancy measures</li> <li>Staff vs. Student attendance contest</li> </ul>
	Goal 3 P.O. 2 Strategy 1	50%	<ul style="list-style-type: none"> <li>Ongoing training with students about bullying</li> <li>Counselors/social workers have met with the student body to address bullying as well</li> <li>Admin and counseling team have had additional training on bullying prevention, documentation and intervention</li> <li>Trained staff on discipline matrix</li> <li>Specific teachers are participating in coaching cycles specifically targeting classroom management</li> <li>Numbered doors - audit of doors by law enforcement</li> <li>Fencing in courtyard and breezeways - locked for</li> </ul>

## Bastrop Middle School 22-23 Campus Improvement Plan

			increased security <ul style="list-style-type: none"> <li>• On schedule with pre-scheduled drills</li> <li>• Campus hall monitor hired</li> </ul>
	<b>Goal 3 P.O. 2 Strategy 2</b>	<b>70%</b>	<ul style="list-style-type: none"> <li>• Admin works closely with law enforcement</li> <li>• Consistent officer on campus has helped but this is needed long term</li> <li>• Admin team conferences on a daily basis to ensure equity</li> </ul>
	<b>Goal 3 P.O. 2 Strategy 3</b>	<b>50%</b>	<ul style="list-style-type: none"> <li>• Counselors and MTSS have conducted small group sessions with at risk students</li> <li>• Campus wide seminar from counselors and social workers - SEL for building community with students and staff</li> <li>• Community chats with families to bridge relations</li> <li>• Soliciting donations and guest speakers to bring to campus to positively impact students</li> <li>• Connections - Ms. Perez works with students through CCR classes</li> <li>• Book festival author visited campus through writing classes</li> </ul>
<b>Amanda Hudspeth, Mike Trost</b>	<b>Goal 3 P.O. 3 Strategy 1</b>	<b>50%</b>	<b>Highest rate of mentor/mentee collaboration, Ms. Jackson working with resource teachers, MTSS Coach and ICs working with struggling teachers</b>  <b>Working on mentors communicating with the admin when mentee is struggling</b>
	<b>Goal 3 P.O. 3 Strategy 2</b>	<b>50%</b>	<b>Sense of belonging and support has increase</b>
	<b>Goal 3 P.O. 3 Strategy 3</b>	<b>75%</b>	<b>Weekly updates, teacher support council, PLT meetings celebrations, Workroom brag board, admin meetings good news, bathroom notes</b>



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			Love to see going back to brag board rewards for staff in the second semester. Also, we thought about once having the board filled up taking picture and placing in the updates
Christine Rector, Denise Bell	Goal 4 P.O. 1 Strategy 1	6%	Have had 2 Counselor/Social Worker Chats so far. Have 2 more planned for 2nd semester. (Thinking we need to advertise on social media and the marquee for the next 2 to get more attendees.) There have been no Math, Science, or Literacy Nights yet. (Maybe the instructional coaches will be able to help plan something for their department.) Do have 2 parent meetings on the calendar for spring for scheduling for the 2023-2024 school year for parents.sa
	Goal 4 P.O. 1 Strategy 2	40%	Ms. Horne has done this consistently all school year. There have actually been a couple parents express their gratitude for the open communication. Some parents have asked in the front office for paper copies of events. Would it be possible to keep something like this or is it a living document that changes and updates too often to print? As a general rule those of us planning events are not in the habit of letting Ms. DeBlasio know to add it to our social media.
	Goal 4 P.O. 2 Strategy 1	40%	At our 4 PLC meetings this year we have been able to share good news at each. Generally concerns are brought to the table at the Department Lead meetings. Monthly staff member, teacher, and student of the month nominations (for specific qualities) are made via digital survey and announced publicly through the PA system and in the Smore for parents.

## Bastrop Middle School 22-23 Campus Improvement Plan

			<p>Putting the winners on the marquee would be an idea as well. There are MANY PLCs and those are utilized weekly to talk in small group/team to support each other's celebrations and concerns. Also, Juengerman is our campus representative for District Teacher Support Council. This could be added to our strategy as a way to share our celebrations and concerns. There are generally 3 meetings a year. 1 has been held so far.</p>
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### CIP Review Teams for October 4th

Team 1	Team 2	Team 3	Team 4	Team 5	Team 6
Goal 2	Goal 3	Goal 1	CNA (Demo- Staff)	Goal 4	CNA (CIA-Tech)
Amanda Hudspeth	Brenda Ricketts	Christopher Stelly	Allison Malone	Travis Butler	Lindsey Blase-Brown
William Canino	Fabiola Montoya	Michael Trost	Noah Ghormley	Jim Vela	Cassie Tidwell
Wanda Garcia	Jennifer Eberly	Laura Krcmar	Denise Bell	Christine Rector	Leann Juengerman
	Maddy Lenard			Ladyanne Horne	

## Bastrop Middle School 22-23 Campus Improvement Plan

# Comprehensive Needs Assessment

### Demographics

Demographic Breakdown	19-20	20-21	21-22
African American	5.71	5.19	4.17
Hispanic	58.5	61.08	62.15
White	31.5	29.95	29.75
American Indian	.33	0	0
LEP	20.1	22.81	26.27
GT	8.3	8.86	10.76
Eco Dis	65.2	67.78	71.64
At-Risk	66.3	68.3	65.97
SpEd	12.2	10.81	11

#### Strengths

BMS continues to become a more economically and culturally diverse campus. Having a wider range of ethnicities and economic levels provides our students opportunities to work with others of varied experiences, backgrounds, and cultural perspectives.

#### Weaknesses

While there has been an increase in the number of students who are identified as gifted and talented, there still remains some disproportionality between the student groups who have been identified as being gifted: 58% of students are White and 37% are

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Hispanic.

With a continued increase in the number of students who are identified as economically disadvantaged, the campus struggles to meet all of the social, emotional, and academic needs of these students.

With a continued increase in the number of students who have been identified as emergent bilinguals, the campus struggles to meet all of the social, emotional, and academic needs of these students.

### Problem Statements

P.S. 1: The percentage of students at BMS who have been identified as at-risk and/or economically disadvantaged remains at or above two-thirds of the total student population. Root Cause: The demographics of the campus illustrate the increased economic needs of the community, stemming from the economic crises in the area and the nation over the past few years.

P.S. 2: The BMS emergent bilingual population is increasing each year. Root Cause: The demographics of the community and school continue to change as Bastrop ISD grows and the Bastrop community continues to be developed.

## Student Achievement

Repeat STAAR and TELPAS data from 19-20 and 20-21

Add 21-22

STAAR growth table

7 math

Approaches 33.74%

Meets 10.29%

Masters 1.23 %

8 math

Approaches 60.22%

Meets 30.34%

Masters 8.31%

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### 7 ELA

Approaches	68.84%
Meets	45.81%
Masters	27.91%

### 8 ELA

Approaches	74.19%
Meets	52.33%
Masters	29.77%

### 8 SCI

Approaches	60.61%
Meets	27.27%
Masters	10.26%

### 8 SS

Approaches	50.35%
Meets	19.11%
Masters	9.32%

### ALG I

Approaches	92%
Meets	58.86%
Masters	36%

### TELPAS

#### 7th grade

Lower	7.5%
Same Level	50.8%
Higher	37.26%
2 levels higher	1%

#### 8th grade

Lower	8.5%
Same level	55.7%

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Higher	29.67%
2 levels higher	0%

### Strengths:

- Strong alignment with Common Assessment practices through enhanced PLC structures
- Strong Growth in ELA STAAR data
  - 7 ela
    - Approaches +8%
    - Meets + 6%
    - Masters +4%
  - 8 ELA
    - Approaches +13%
    - Meets +22%
    - Masters +17%

### Weaknesses:

- All core subjects have the potential for more student growth and demonstration of mastery.
- Student growth and mastery in math and science were not as great as were necessary for student success.
- There was limited progress for our LEP students as measured by the TELPAS exam when comparing the 2021 and 2022 student results.
- Student growth and mastery in 8th Social Studies were not as great as were necessary for student success.

P.S. 1: The students' scores for the 7th and 8th grade STAAR Math assessments did not demonstrate that students had made the necessary progress from the previous year. Root Cause: Math instruction suffered due to addition of new teachers who lacked classroom experience and knowledge of high-yield instructional strategies as well as a need for tighter alignment between the instruction of experienced and novice teachers.

P.S. 2: The limited progress seen between the 2021 and 2022 TELPAS students' scores illustrates that sheltered instructional strategies are not being utilized consistently in all classrooms across the campus. Root Cause: There is a need for more

## **Bastrop Middle School 22-23 Campus Improvement Plan**

professional development and coaching of all teachers with regard to sheltered instruction strategies as well as monitoring and feedback of the implementation of those strategies.

### **School Culture and Climate**

#### Student Attendance

2019-2020 94.64%

2020-2021 96.02%

2021-2022 90.69%

#### Panorama Student Data from the Spring:

40% of students felt they had a strong social connection with their teachers within and beyond the classroom.

74% of students have somewhat or even a complete sense of belonging at school.

31% of students feel that they are valued members of the school community

37% of students perceive physical and psychological safety at school.

52% of students sometimes, frequently, or almost always worry about school safety.

#### Panorama Adult Data from the Spring:

For students that need extra support, it is not at all or only slightly difficult for them to get the help they need according to 77 % of the adults that were surveyed.

84% of the adults on campus think it is important for our school to hire more specialists for our students.

BMS began the school year with a police officer assigned to us but after a few months was reassigned.

The principal's advisory council and instructional leadership team agreed on adopting the theme KIND over COOL for the upcoming school year!

## **Bastrop Middle School 22-23 Campus Improvement Plan**

Many of the staff participate in the dress up days and the pot luck lunches.

Faculty brag boards in the lounge were utilized to recognize teachers and staff for their hard work and support of one another.

A Self-Care challenge was issued by a social worker for faculty.

Counselors' Corner Section is shared in the weekly Campus Updates to provide good news, opportunities for involvement, and mental health information.

The Mentor Program was re-implemented post-CoVid on campus (5 young men with high needs participated).

Lunch Bunch groups with the counselors and social worker were held for highest needs students.

Teachers were on duty in the hallway between classes to greet students and encourage campus expectations.

Popsicle Fridays and No Tardy Parties were used to recognize students with no tardies for the week and six weeks, respectively.

Grade Level Pep Rallies in Fall and a Carnival in the Spring to reward students who were on time to class.

Teacher Torches were given to faculty to recognize them for following through with the campus expectations.

The Student Council was active and took ownership of the yearbook for the first time... they produced a stellar product that actually sold out.

There is a StuCo Leadership Class and a StuCo Club.

The MTSS Coach coordination and implementation of DBRC's and the check-in and check-out procedures through on-campus teachers

### *Organizations:*

UIL, NJHS, StuCO, Sugar Bears, Cheerleaders, Band, and Bears Tales 'n Paws Theater Company

### **Strengths**

For students that need extra support, there are caring adults on campus that are trained and are accessible to support their needs.

Student Council is visible and engages all students in school-wide outreach, fundraisers, and initiatives through lunch, bear time and



## **Bastrop Middle School 22-23 Campus Improvement Plan**

classroom activities and after school candy cart.

We have a family atmosphere among faculty and staff. Most adults on campus take ownership of their classroom, department, and campus as a whole.

Principals' Advisory Council was implemented with fidelity.

There was consistent implementation of SEL lessons each week during advisory classes.

Brag Boards were utilized in almost all classrooms to recognize the whole class for being safe, respectful, and responsible.

### **Weaknesses**

Effectiveness of the lunch coupon - not many students chose to participate in this reward. Individual students were nominated each day by a staff member to receive a lunch coupon and eat outside with a friend during lunch, but often did not report to the outside picnic tables.

We need clubs for students to participate in that ALL students can join, not just organizations that have limits and barriers.

More opportunities for student leadership on campus would be beneficial.

### **Problem statements**

Problem 1: Not all students feel a sense of belonging and attachment on campus. Root Cause: There are not enough opportunities for students to participate in activities and leadership opportunities that align with their interests.

Problem 2: Discipline data shows that tardies and skipping are the majority of offenses resulting in missed class time. Root Cause: Student and teacher relationship-building and mentorships continue to need improvement.

## **Staff Quality, Recruitment, and Retention**

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Staff Turnover	
2020-2021	18
2021-2022	15
2022-2023	20

Teachers by Years of Experience	21-22	21-22%	20-21	20-21%
Beginning Teacher	4.8	8.5%	9	18%
1-5 Years Experience	27.2	48.1%	14	28.1%
6-10 Years Experience	7.1	12.6%	10.8	21.70%
11-20 Years Experience	5.5	9.7%	8.3	16.6%
Over 20 Years Experience	11.9	21.1%	7.8	15.5%

### Strengths

New teacher mentor program continued.

Campus held a monthly new staff breakfast.

Supported new staff through PLC teams, district specialists, and campus-based coaching.

MTSS coach and IC worked with teachers in coaching cycles.

Participated in numerous job fairs and developed relationships with alternative certification programs.

Campus new teacher orientation was implemented.

Social media presence was better and promoted the opportunities on our campus.

## **Bastrop Middle School 22-23 Campus Improvement Plan**

### **Weaknesses**

The campus struggled to find highly qualified candidates for teaching positions.

The campus lost more staff than expected by the end of June.

The campus was unsuccessful with locating candidates at the job fairs that were attended.

### **Problem Statements**

P.S.1 There were numerous positions open that had a limited number of applicants. Root Cause: We do not currently have a standard process for posting and promoting positions. We have relied on District advertisement only.

P.S. 2 There was approximately a 33% turnover rate for staff this year. Root Cause: The campus needs to do a better job with addressing teacher concern and need in the areas of campus behavior systems and ongoing professional development aligned with campus and district initiatives.

## **Curriculum, Instruction, and Assessment**

- Weekly aligned lesson plans due for each subject
- Continued use of Modeled Classroom Project Strategies: TPO (Three-part objective), ILO (interactive lesson opening), independent warm-up, randomization, academic vocabulary enhancement, and reflection management
- Prioritize the use of BIG 8 strategies, specifically explicit vocabulary instruction, academic conversations, and higher order thinking questions
- District curriculum website focused on viable curriculum through required and recommended resources
- Common assessments and Academic Targets entered into Eduphoria for data purposes focusing on Essential Standards
- Continuation of Reading Enrichment course for Emergent Bilingual students who have not been successful with TELPAS previously
- Continued use of MTSS coach to assist teachers with classroom management strategies so that they may focus greater intention on instruction
- Implementation of Essential Standards in core content areas
  - 62% mastery of Essential Standards in 7th ELA
  - 60% mastery of Essential Standards in 8th ELA
  - 33% mastery of Essential Standards in 7th Math
  - 62% mastery of Essential Standards in 7th Honors Math
  - 44% mastery of Essential Standards in 8th Math

## **Bastrop Middle School 22-23 Campus Improvement Plan**

- 55% mastery of Essential Standards in Algebra
- 65% mastery of Essential Standards in 7th Science
- 55% mastery of Essential Standards in 8th Science
- 62% mastery of Essential Standards in 7th Social Studies
- 52% mastery of Essential Standards in 8th Social Studies
- Continued use of Bear time schedule for targeted instruction with Essential Standards skills in reading and math
- Small-group/targeted instruction for math and reading based on Essential Standards data
- Integration of technology to enhance the learning of Essential Standards and to facilitate small-group/targeted instruction
- Master schedule designated PLCs daily for core content areas
- PLC Cycle implementation with more fidelity to focus specifically on the 4 questions
- Expansion of PLC leads to include 8th Sci, 8th SS, and Special Education Inclusion

### **Strengths**

- Greater alignment within core content areas due to PLC collaborations and Instructional Coach support
- Frequent common assessments in core content areas for data tracking and informing instruction
- Greater fidelity with PLC protocols guided by campus Instructional Coaches and PLC leads
- Use of Essential Standards allows for implementation of small-group/targeted instruction based on data
- Bear Time activities increased student achievement in closing gaps



### **Weaknesses**

- Using data protocol form by student by standard to drive future instruction and intervention
- Writing across the contents in order to explain in-depth thinking and learning
- Structured Academic conversations not implemented with fidelity across the campus
- Implementation of lesson presentation protocol
- Newer teachers struggled with lesson plan creation and in-class implementation of many of the lessons.
- Only a few classes utilized small group instruction regularly.
- Most staff need training in best practices for utilizing Chromebooks in a 1:1 manner effectively.

### **Problem Statements:**

Statement 1: Common Assessment data doesn't always drive future instruction and intervention. Root Cause: Student Data Protocol form not being utilized with fidelity across content areas, and teachers need more professional development in ways to utilize the data for intervention and extension.

Statement 2: Writing and Academic conversations are not implemented across content areas. Root Cause: Teachers need additional training and

## **Bastrop Middle School 22-23 Campus Improvement Plan**

support with ways to incorporate academic conversations, explicit vocabulary instruction, and reading/writing across all content areas.

Statement 3: Newer teachers struggled with lesson plan creation and in-class implementation of many of the lessons. Root Cause: The lesson plan presentation protocol and instructional walks were not implemented as often as was necessary and with fidelity.

Statement 4: Many teachers struggled with ways to best incorporate 1:1 Chromebooks for daily instruction. Root Cause: This initiative was rolled out midyear, and staff did not have enough training on best practices.

### **Parent and Community Engagement**

In 2021-2022, BMS participated in the following community involvement activities:

band concerts, dance performances, theater productions, choir and piano performances, sporting events, donated canned goods to Bastrop Food Pantry and Feed the Need through local churches, Thanksgiving and Christmas Baskets were donated to needy families, uplifted local nursing homes residents with small gifts and greeting cards, sent supportive letters to soldiers, produced weekly updated newsletters, floats for homecoming and Christmas parades, \$15,000 received for teachers through Bastrop Education Foundation grants, housed Christian's Closet and The Den which supported students in need throughout the district, hosted parent information nights for incoming 6th graders, current 7th and another for current 8th graders where interpreters were present for the Spanish speaking families, information night for prospective CRCA students, held a National Junior Honor Society induction ceremony, ribbon cutting ceremony for the new Mini Pitch Soccer Field, student-lead Basketball Tournament, hosted Title One Parent meetings in the Fall and Spring, 7th and 8th grade separate Awards Ceremonies, Fine Arts Awards night, End of Year Teacher Appreciation Breakfast and Luncheon provided by parents.

School Status works well for teachers to share important dates.

### **Strengths**

We are able to have parents visit campus again and have provided more opportunities to do that this school year, which has improved family engagement.

Community support is always helpful and positive because of the relationships that we have built.

## **Bastrop Middle School 22-23 Campus Improvement Plan**

The PTA consistently works with the staff to ensure campus needs are met and provides treats to boost teacher morale.

Campus events cater to a wide variety of stakeholders and students.

### **Weaknesses**

Too much of our communication is digital now (email and text through school status). Parents really wish they were receiving phone calls.

The campus does not have enough academic and student/parent events currently.

### **Problem Statements:**

Statement 1: BMS has limited opportunities for family events related to academic performance. Root Cause: Due to COVID many academic opportunities were eliminated and have not been reinstated.

Statement 2: Opportunities for on-campus parental involvement have been limited since March 2020. Root Cause: COVID protocols impacted the allowed involvement and were not removed until the end of 2022.

Problem Statement 3: Not all BMS parents are able to attend school functions and parent engagement meetings. Root Cause: The length of the parent work day often creates barriers for parent involvement through traditional meetings and activities.

## **School Context and Organization**

Faculty at BMS take pride in the teaching profession and continually strive to uplift and maintain a positive school environment. Improving the perception of BMS is vital to the staff. We constantly strive to achieve academic excellence and build social character. Focus goes beyond scores on standardized tests. BMS is student focused and forward thinking. To ensure the success of all our students, time is used purposefully and efficiently to drive classroom instruction.

### **Strengths**

A master schedule and calendar maximizes the amount of time spent on instruction and decreases class sizes. The weekly schedule provides teachers opportunities to meet the needs of all students for tier 1 and tier 2 instruction.

## Bastrop Middle School 22-23 Campus Improvement Plan

Unnecessary interruptions to the instructional day are kept to a minimum.

BMS performs safety drills regularly and efficiently to ensure the safety of all students.

BMS offers academic accommodations and services through courses and programs such as ESL, CBS, social skills, Dyslexia, inclusion, life skills, resource classes, Math 180, Read 180, Amplify, Imagine Math, and Summit K12.

There are various support programs on campus which include ACE, before and after school tutorials, Saturday school, and daily Bear Time.

Master schedule designed to allow PLCs in core content areas to meet 5 days a week.

Behavioral RTI systems implemented campus-wide to ensure the success of struggling students.

Social emotional learning lessons implemented weekly.

### Weaknesses

Academic RTI systems were not implemented consistently across campus.

Social character is still struggling to meet middle school expectations post COVID.

Special Education teachers need more collaboration time together as well as with their co-teachers.

### Problem Statements

P.S. 1: The current RTI structure (behavior and academic) on campus lacks the depth to meet the needs of the students on campus. **Root Cause:** The process for academic RTI is not being consistently implemented, and the behavior Rtl system has not effectively been in place for long enough.

P.S. 2: Students continue to struggle with character and emotional intelligence post COVID. **Root Cause:** Students are 2 years behind in social and emotional learning due to the pandemic.

## Technology

- Each teacher has a tv, laptop, and document camera
- Administration uses Blackboard to communicate with parents weekly
- All campus staff utilizes school status to communicate with parents and students about academic and behavioral matters
- Increased technology integration into core content instruction such as Desmos in math content
- 1:1 device distribution available due to ECF grant
- Core content teachers had access to chromebooks for student use in classrooms

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- Teachers utilized Google Classroom for digital activities
- Each core content area had at least 4 chromebook carts for use
- All testing moved to online platform through Eduphoria
- State testing online through Cambium
- 2 classrooms at BMS are equipped with desktops at a 1:1 ratio, and 2 classrooms are equipped with laptops at a 1:1 ratio, with the curriculum focus of technology.
- 4 classrooms at BMS are equipped with laptops for reading and math support for students receiving dyslexia, special education, emergent bilingual, and RTI services.
- Upgrades to technology infrastructure

### **Strengths**

- BMS has ensured that all students have access to a device
- Library media specialist's process for issue, and return of all devices and hotspots
- Campus infrastructure was reliable during state online testing
- Campus staff flexibility of integration of technology into daily instruction
- Library media specialist training in Chromebook Cart maintenance and procedures

### **Weaknesses**

- Not all students are comfortable with working in an online testing platform
- Number of devices available in each classroom is not equitable across the campus
- Mishandling of technology and lack of care contributes to a dwindling supply of devices each year
- Staff needs more training in how to best integrate technology into instruction
- Not all teachers followed process designed by Library media specialist for distributing and collecting chromebooks during classroom use

### **Problem Statements:**

Statement 1: Not all students are comfortable testing in an online environment. Root Cause: Students have not been afforded opportunities consistently to test online in each content area.

Statement 2: Staff needs more training in how to best integrate technology into instruction. Root Cause: We had limited access to technology until recently when the campus went 1-1, which creates many opportunities to utilize technology in the classroom, but teachers need training and information on successful programs to use.

Statement 3: Mishandling of technology and lack of care contributes to a dwindling supply of devices each year. Root Cause: Not all teachers followed process designed by Library media specialist for distributing and collecting chromebooks during classroom use.



## **Bastrop Middle School 22-23 Campus Improvement Plan**

**Goals**

## Bastrop Middle School 22-23 Campus Improvement Plan

**Goal 1: Student Success and Well-Being:** We will support skill-building opportunities that encourage responsible choices and adaptable competence. - Stelly

### Performance Objective 1

Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Aligned Performance Objective: Implement Social Emotional Learning (SEL) curricular resources focused on building community within our classrooms, addressing students' social and emotional needs, and teaching stress management techniques

**Data Source:** Panorama data, behavior and discipline data, SEL walkthrough data

**Strategy 1:** Implement SEL curriculum weekly during class to proactively teach mental health and wellness skills and share strategies with families for at-home practice. Provide and review regular campus climate surveys to assess and measure progress on student and staff experiences and implementation of SEL strategies.

**Expected Result/Impact:** Addressing social emotional and behavioral needs of students will help students develop the skills needed to be successful in all areas. There will be a decline in student behavior issues due to implementation of strategies learned in the SEL curriculum.

**Staff Responsible:** Admin/ MTSS Coach/MTSS team

**Strategy 2:** The entire campus will participate in a book study of *Engagement by Design* through the PLC meetings all year, which focuses on the importance of developing healthy student and staff relationships, teacher clarity of content being taught, and challenging all students academically.

**Expected Result/Impact:** Students will become connected to numerous adults and other students on campus in order to develop healthy relationships and gain a sense of belonging on our campus.

**Staff Responsible:** All Staff

**Strategy 3:** Create opportunities to celebrate students who model expectations and demonstrate behaviors that reflect campus values

**Expected Result/Impact:** More students will engage in actions that are safe, respectful, responsible, and kind due to the positive reinforcement for meeting our campus expectations.

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**Staff Responsible:** Admin/ MTSS Coach/MTSS team

**Strategy 4:** We will partner all tier 2 students with a campus staff member for daily check-in and check-out.

**Expected Result/Impact:** Students will develop positive self-esteem and a trusting relationship with their campus mentor by practicing daily goal setting and celebrating daily successes.

**Staff Responsible:** Admin/ MTSS Coach/Campus Mentors

### **Performance Objective 2**

Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.

Aligned Performance Objective: Increase students' positive self perception of self-management and growth mindset skills

**Data Source:** Staff/ Student campus surveys and Panorama survey data

**Strategy 1:** MTSS committee will use leadership input, data from surveys and observational data to identify key skills for developing self-management and a growth mindset. The campus will develop systems for delivering content designed to improve those skills.

**Expected Result/Impact:** Students will develop greater self-management and a growth mindset in order to be better prepared for the challenges of secondary education. The campus will see a decrease in discipline referrals for conflicts and unsafe actions.

**Monitors:** Admin/ MTSS Coach/MTSS team

**Strategy 2:** The campus will develop opportunities for students to develop leadership skills.

**Expected Result/Impact:** Student groups such as the Principal's Advisory Council and the Student Council Leadership class will allow a group of students an opportunity to learn and practice leadership skills and advocacy for themselves and others.

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**Monitors:** Admin/Student Council Sponsor

### **Performance Objective 3**

**Strategic Priority:** BISD will develop systems and structures that value student ownership of their academic and behavioral success.

**Aligned Performance Objective:** Increase the percentage of students at Meets Grade Level on STAAR Math from 32% to 42% and STAAR Reading from 50% to 60%

**Data Source:** Campus and district assessment data and STAAR test data

**Strategy 1:** Data meetings during PLT time will focus on data analysis as well as planning specifically for student extension and intervention on essential standards. In-class intervention and extension will focus on students' mastery of essential standards.

**Expected Result/Impact:** Students and teachers will see growth in student mastery of essential standards, leading to an increased percentage of students scoring at the Meets performance level on STAAR at the end of the year.

**Monitors:** PLC Leads, ICs, and Admin team

**Strategy 2:** ELA and math teachers will develop systems within the classroom for students to track their level of mastery and growth throughout the year on essential standards.

**Expected Result/Impact:** Students and teachers will see growth in student mastery of essential standards, leading to an increased percentage of students scoring at the Meets performance level on STAAR at the end of the year.

**Monitors:** PLC Leads, ICs, and Admin team

**Strategy 3:** Bear Time groupings and student lessons, focused on specific essential standards, will provide students with extended opportunities for mastery.

**Expected Result/Impact:** Students and teachers will see growth in student mastery of essential standards, leading to an increased percentage of students scoring at the Meets performance level on STAAR at the end of the year.

## **Bastrop Middle School 22-23 Campus Improvement Plan**

**Monitors:** ICs and Admin team

**Strategy 4:** Provide ongoing professional development for teachers on instructional best-practices and methods for providing targeted intervention and extension opportunities for students.

**Expected Result/Impact:** Effectiveness of instruction will improve across all content areas leading to greater student mastery of essential standards.

**Monitors:** PLC Leads, ICs, and Admin team

**Goal 2: Teaching and Learning Practices:** We will implement innovative strategies to facilitate ownership of academic mastery for all learners. - Hudspeth

**P.O. 1- elementary only and not for BMS**

### **Performance Objective 2**

**Strategic Priority:** BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.

**Aligned Performance Objective:** Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading

### **Data Source:**

Campus and district assessment data and 2023 STARR results

### **Strategies:**

**Strategy 1:** Collaborate and build capacity with PLC leads through on-going coaching on leading the work of the professional learning team through weekly meetings with PLC leads and IC as well as bi-monthly Instructional Leadership team meetings with PLC leads, ICs, and administrators.

## **Bastrop Middle School 22-23 Campus Improvement Plan**

### **Expected Result/Impact:**

Improving PLT structures and protocols to implement engaging lessons which will increase all students' mastery of content taught.

### **Monitors:**

PLC leads, ICs, and campus administrators

### **Strategies:**

**Strategy 2:** Implement and monitor Summit K12 into the Newcomers and Reading Enrichment classes focusing on speaking and listening components of the program.

### **Expected Result/Impact:**

Increase TELPAS scores for Emergent Bilingual students in order to exit students from EB program and increase students one year in proficiency levels.

**Monitors:** ELA/SS Instructional Coach and LPAC Administrator

**Strategy 3 :** Students will be grouped into intervention groups for reading and math during Bear Time based upon data from common and district assessments over the essential standards. These groups will change each six weeks based upon changes in data so that students are able to achieve more than a year's worth of growth this year in these areas. The instructional coaches will design lessons based upon standards needing to be re-taught.

### **Expected Result/Impact:**

The lessons will be designed to increase students' growth by more than one year in reading and math. Students will demonstrate mastery of all essential standards for reading and math on the STAAR test.

### **Monitors:**

Administration, Instructional Coaches, Teachers

**Strategy 4:** Students are placed in math lab and reading lab classes based on previous school year data to increase student mastery of math or reading skills.

**Expected Result/Impact:** Students will demonstrate academic growth on reading and math campus and district assessments as well as STAAR.

### **Monitors:**

Administration, Instructional Coaches, Counselors

## **Bastrop Middle School 22-23 Campus Improvement Plan**

**Strategy 5:** Distribute Chromebooks to students as closely to a 1:1 ratio as possible to allow students to have additional opportunities for learning and practicing new content on digital platforms.

**Expected Result/Impact:**

Students will be able to engage with instruction through a variety of platforms to increase their content knowledge and technology proficiency with multiple applications and platforms.

**Monitors:**

Administration, Instructional Coach, and Library Media Specialist

**Strategy 6:**

Co-teachers meet in PLT to collaborate on the different co-teach models and strategies to use in the classroom to increase student engagement as well as improving the design and implementation of student goals for special education students.

**Expected Result/Impact:**

The instructional planning time will allow teachers to improve instruction to better meet student academic needs in a way that increases special education students' growth by more than one year.

**Monitors:** Administration, SpEd PLC lead, Instructional Coaches, and SpEd teachers

**Strategy 7:**

**Performance Objective 3**

Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Aligned Performance Objective: Increase training and coaching on implementing the teaching and learning strategies of academic conversations, explicit vocabulary instruction, and higher order thinking questions for all grades levels and content areas

**Data Source:** agendas of meetings, training material, walkthrough forms, 2023 STAAR Results

**Strategies:**

**Strategy 1:**

Create a learning environment for all staff by sharing exemplar models of each instructional focus in the campus updates and PLC/PLT meetings.

## **Bastrop Middle School 22-23 Campus Improvement Plan**

### **Expected Result/Impact:**

All staff create an environment with continuous learning to grow all students.

### **Monitors:**

Administration and Instructional Coaches

### **Strategy 2:**

Every three weeks the Instructional coaches will use the campus instructional focus to create short professional development sessions for teachers during PLT time.

### **Expected Result/Impact:**

Continuous improvement of instructional strategies to improve student engagement and growth for all students.

**Monitors:** Administration and Instructional Coaches

### **Strategy 3:**

Instructional Coaches will plan learning walks for PLTs based on the teachers' professional learning goal.

### **Expected Result/Impact:**

Allow for instructional coaches to support and grow teachers in their profession to best support student needs in the classroom.

### **Monitors:**

Administration and Instructional Coach

**Strategy 4:** Provide training and coaching for teachers on district professional development days to assist them with incorporating campus instructional practices into daily lessons.

### **Expected Result/Impact:**

Support teachers with planning and implementation in order to see more than one year's growth for all students.

### **Monitors:**

Administration and Instructional Coach

**Strategy 5:** Provide teachers with additional professional learning opportunities beyond the campus focused on specific content and areas of campus need.



## **Bastrop Middle School 22-23 Campus Improvement Plan**

### **Expected Result/Impact:**

Support teachers with planning and implementation in order to see more than one year's growth for all students.

### **Monitors:**

Administration and Instructional Coaches

**Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections. Ricketts**

### **Performance Objective 1**

Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

Aligned Performance Objective: By June 2023, Campus attendance rates will increase 2% from 2021-2022 rates.

**Data Source:** Campus attendance data reports.

**Strategies:** Implement and monitor district attendance protocols and procedures to increase attendance rates.

**Expected Result/Impact:** Attendance will increase, and with consistent attendance, students will receive the instruction needed to improve achievement.

**Monitors:** BMS Administrators, Attendance Committee, Truancy Officer, and Attendance Clerk.

### **Performance Objective 2**

Strategic Priority: BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

Aligned Performance Objective: Survey data will show increased positive perceptions of physical and psychological safety at schools

**Data Source:** Panorama Surveys, PEIMS discipline data

## **Bastrop Middle School 22-23 Campus Improvement Plan**

### **Strategies:**

**Strategy 1:** The campus will provide ongoing classroom management training, bullying prevention, and utilization of the district's discipline matrix.

### **Expected Result/Impact:**

Greater consistency in classroom and school-wide behavior expectations ensuring consistency and improved student behavior.

**Monitors:** BMS Administration, MTSS Coach, MTSS team

**Strategy 2:** Conduct campus investigations that promote and support a safe and orderly learning environment.

### **Expected Result/Impact:**

A more unified, codified, and consistent response to discipline. Equitable findings that positively impact the learning environments.

**Monitors:** BMS Administration

**Strategy 3:** Increased collaboration with city/county officials and the community to conduct campus-wide seminars and small-group sessions for students who may be at risk or have demonstrated a need for intervention.

### **Expected Result/Impact:**

Lower incidences of drugs, violence, bullying on campus which decrease ISS, OSS and DEAP referrals

**Monitors:** District and Campus safety teams, BMS Admin, Social Worker and Counselors

### **Performance Objective 3**

Strategic Priority: BISD will enhance its onboarding experience to prepare every new employee for success in BISD.

Aligned Performance Objective: Retain 90% of teachers.

**Data Source:** HR documentation of teacher contracts, campus and district survey results

**Strategy 1:** The campus will provide ongoing professional development each three weeks aligned with specific campus and district goals as well as high-yield best practice strategies in addition to professional development on classroom management and building healthy student-teacher

## Bastrop Middle School 22-23 Campus Improvement Plan

relationships.

**Expected Result/Impact:** Teachers will feel more confident in their instruction and supported by administration, instructional coaches, and district specialists resulting in their desire to return to BMS.

**Monitors:** Administrators and ICs

**Strategy 2:** Monthly new teacher breakfasts to provide a safe space for new staff members to discuss concerns, needs, and ideas for campus improvement.

**Expected Result/Impact:** New staff will feel a greater sense of belonging and support on the campus and remain at BMS for the 23-24 school year.

**Monitors:** Administrators

**Strategy 3:** The campus staff will be provided with formal and informal methods for communicating campus celebrations and concerns through surveys, PLC meetings, and PLT meetings.

**Expected Result/Impact:** All staff will feel a greater sense of belonging and support on the campus and remain at BMS for the 23-24 school year. The campus will be able to make adjustments based upon staff feedback.

**Monitors:** Administrators, ICs, and PLC leads

**Goal 4: Collaborative Partnerships:** We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.- Horne

### Performance Objective 1

Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

Aligned Performance Objective: Survey data will show increased positive perceptions of parent and community engagement opportunities

**Data Source:** Campus Survey and Panorama survey results

**Strategy 1:** Provide opportunities for family/community engagement and parent education activities such as Literacy Night, Math Night, Science

## **Bastrop Middle School 22-23 Campus Improvement Plan**

Night, and Counselor/Social Worker Chats.

**Expected Result/Impact:** Greater connections will be developed between parents/guardians and BMS staff compared with the 21-22 school year.

**Monitors:** Administration, counselors, social workers, PLC leads, and ICs

**Strategy 2:** Provide bi-monthly communication with parents/guardians about campus events, academic updates, and SEL strategies.

**Expected Result/Impact:** Improved attendance at campus events and communication between parents/guardians and the campus.

**Monitors:** Administration, counselors, social workers, MTSS Coach, and ICs

### **Performance Objective 2**

**Strategic Priority:** BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

**Aligned Performance Objective:** Increase in business and community member participation in campus committees and events

**Data Source:** campus calendar of events, student surveys

**Strategy 1:** The campus will plan for at least 3 opportunities for business and community members to interact with and provide learning opportunities for students.

**Expected Result/Impact:** Students will make connections between skills learned in middle school and how those skills translate into real-world applications.

**Monitors:** Administrators, ICs, and teachers

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## **Bastrop Middle School 22-23 Campus Improvement Plan**

**Bastrop Independent School District**  
**Bluebonnet Elementary**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

Bluebonnet's mission is to provide a well-rounded education, promote positive social values, and establish a safe and caring environment; where parents and community are partners.

## Vision

Bluebonnet Elementary will be an inviting and compassionate school community united with families, in our dedication to children through a commitment of innovative instruction and fostering a desire to learn.

## School Motto

A Professional Learning Community with a Big Heart!

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# Comprehensive Needs Assessment

Revised/Approved: May 27, 2022

## Demographics

### Demographics Summary

Bluebonnet Elementary School has experienced an 8% increase in enrollment from January to May of the 2021-2022 school year, with the growth being spread out nearly evenly among the grade levels. In addition, there has been marked growth in students identified for special programs, including 504 and GT. Also, the CIS program continues to serve BES students, focusing in particular on promoting students' relationships and communication skills.

### Demographics Strengths

The Special services areas exhibited growth this year indicating that more students are being referred and/or identified to receive support. The 504 program also exhibited growth, indicating that the early dyslexia screenings are catching students early on and identifying those who need support through the 504 Dyslexia program. The CIS hours are mainly centered on Tier 2 instruction in Relationship and Communication skills, which positively contributes to student learning.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** There is a high mobility rate within the district, we often have to fill in holes or catch students up that come to us from other campuses. **Root Cause:** We can ensure that processes and systems are streamlined between campuses to ensure students are receiving a standard quality of instruction.

**Problem Statement 2:** Teacher/parent communication varies greatly based on teacher and while we appreciate school status it can't be relied on completely (numbers can be incorrect, translation is weak). **Root Cause:** We need additional training and support for using school status and communicating with families.

# Student Achievement

## Student Achievement Summary

Overall, our campus has seen improvement in all benchmark levels when looking at Amplify data. While there has been growth in Reading there is a large population of students who are identified as not on grade level according to their reading levels. In Grades 1 and 2 there is a high percentage of students making the Approaches category on their EOY Math ATs. In 3rd and 4th grades, when looking at the Math Mock, the number of students in the Approaches category significantly drops.

Assessment data indicates a need for paraprofessionals and teachers dedicated to intervention programming.

## Student Achievement Strengths

Our campus has seen improvement in all benchmark levels when looking at Amplify data. There are strengths that can be found in pockets in primary math grades (PK to 2).

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** We continue to see gaps in our student achievement because of the limits of intervention to provide for all when the needs are vast. **Root Cause:** There is a focus on the well below students for intervention which makes it difficult for intervention for students who are slightly below grade level who would be capable of greater growth with intervention.

**Problem Statement 2:** Our students are not strong enough readers to carry the academic load needed for assessment. **Root Cause:** Making adequate reading gains for all students has not consistently been a monitored priority in PLC.

**Problem Statement 3:** We continue to see students that do not have the stamina to complete an assessment to the best of their ability, there is not a current practice to build stamina in student reading in Tier 1. **Root Cause:** Robust access to high quality reading materials and guided reading practices need prioritization on campus.

# School Culture and Climate

## School Culture and Climate Summary

The end of year Emergent Tree report points to the successful connections and relationship building during arrival and dismissal. We as a campus have completed 253 “Brag Boards.” In addition to earning a class-wide celebration for each “Brag Board” completed, the entire student body has taken part in two campus-wide celebrations. As a campus the Skyward data shows a comparatively low referral rate. However, there is a spike in referrals at the fourth grade level, More than thirty percent of our students have missed more than 10 days, and the positive to negative ratio on campus remains less than three to one.

## School Culture and Climate Strengths

There is intentional planning of arrival and dismissal to promote positive interactions between students and staff. As a whole, the campus focuses on the instruction of desired behaviors. We have a solid school wide expectations and reinforcement system.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Skyward discipline data shows that the fourth graders have accounted for more than half of the referrals written on campus this year. **Root Cause:** This year there were midyear staffing changes and the expectations of our students can vary significantly across settings.

**Problem Statement 2:** Skyward Attendance data shows that while we are on track to meet the minimum attendance standard of 90% more than 30% of our students have missed more than 10 days this year. **Root Cause:** Our truancy prevention plan has not been fully implemented.

**Problem Statement 3:** The Emergent Tree end of year report lists the schoolwide positive to negative ratio at less than 1:1 **Root Cause:** SEL/MTSS training has not been consistently implemented and monitored over the course of the school year.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

Eleven out of 56 BES teachers (20%) are resigning after the 2021-22 school year. Three teachers are transferring to BES from other BISD schools. There is a mentor teacher program to support new teachers. There is not currently an official support plan for teachers who are new to BES, but are not new to education. Professional Learning Communities (PLCs) are in place to promote collaboration and professional learning. The district approved raises for all professional staff, including retention stipends.

### Staff Quality, Recruitment, and Retention Strengths

Administration is involved, supportive, and communicates effectively (Weekly News and Daily Updates). We have supportive, collaborative teams - including dedicated time during the school day for PLC. Competitive pay, stipends for additional responsibilities and remaining in the district (retention).

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Student expectations are not uniformly enforced, resulting in lack of unity among staff members and additional time spent redirecting students. **Root Cause:** We have not adequately established and held one another accountable for campus expectations.

**Problem Statement 2:** Teachers who are new to BISD/BES (but are not new to teaching) struggle with new processes and procedures. **Root Cause:** We have not fully implemented teacher mentors at BES.

**Problem Statement 3:** Teachers are not always given the necessary time to prepare for effective instruction, e.g., teacher work day at the beginning of the school year and when new programs are introduced. **Root Cause:** Teacher work day agendas are full, in order to provide required professional development.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Our PLCs meet consistency and the time is well protected and well utilized. TO ensure consistent PLC implementation, there is a need for instructional coaching staff. We closely follow the PLC process utilizing the TEKS resource system to guide question one: what do we want students to learn? We use previous data, released STAAR assessments and district provided curriculum to answer question 2: how will we know if we learned it? We develop and analyze assessment, both formative and summative but lack in common formative assessments for close student-monitoring. We struggle to develop the appropriate rigor for grade-level materials in part due to student gaps and in-part due to lack of intervention and enrichment at the tier II level. Our tier III supports are well organized but are inconsistent due to staff being pulled for other needs. Our science and social studies curriculum suffered this year due to master scheduling conflicts and student learning gaps in both math and reading.

## Curriculum, Instruction, and Assessment Strengths

PLCs are effective and time is consistently protected and well spent addressing the 4 questions of the PLC process. We are well-versed in accessing and utilizing the TEKS and the YAGs for our state and district. All teams use a backwards design creating and analyzing assessments to plan effective instruction and interventions.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** We do not sufficiently plan for intervention and enrichment. **Root Cause:** PLC time is spent writing lesson plans for tier one instruction and a PLC protocol needs established.

**Problem Statement 2:** Instruction lacks consistency and rigor due to teachers teaching foundational skills. **Root Cause:** The implementation of teaching strategies that include scaffolding and academic conversations has not been consistently monitored and addressed.

**Problem Statement 3:** We struggle to plan and implement quality science and social studies instruction. **Root Cause:** Our PLC process has not fully implemented a protocol for designing embedded science and social studies instruction.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Parents and community members are welcomed and encouraged to participate in some of Bluebonnet's day-to-day activities as well as extracurricular and celebration events through Parent Calendars, School Status Communication System, Parent/Teacher/Student Conferences and Bluebonnet's Elementary Web Page. Parent and community involvement opportunities include PTA, Veterans Day Ceremony and Breakfast, Parenting Partners, Book Fairs, Career Day, Family Literacy and STEM/Academic Nights, End-of-Year Award Assemblies and the Mentor Program.

## Parent and Community Engagement Strengths

School Status Communication System has benefitted Bluebonnet resulting in 2,440 phone calls, 1,421 emails and 89, 860 texts between families and teachers, August-April. The Mentor Program has increased the number of staff and community volunteers by double to serve additional students. Family Literacy and STEM/Academic Nights along with Extracurricular Celebrations are prioritized to bring families and school together.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Online progress reports and report cards are not accessed by some of our families. **Root Cause:** There is not adequate training for parents in using family access for grades, etc.

**Problem Statement 2:** There is inconsistency in how/when we communicate with families. **Root Cause:** We have not established communication expectations (newsletters, discipline, grades, positive calls, etc).

**Problem Statement 3:** Volunteer involvement, as in PTA, is minimal. **Root Cause:** We do not have an adequate outreach protocol to involve families as volunteers.

# School Context and Organization

## School Context and Organization Summary

Bluebonnet Elementary has various behavioral, decision-making, support, and communication structures in place to facilitate the success of both students and staff. Weekly PLC meetings allow collaboration between teachers and instructional coaches to discuss curriculum, analyze data, and create consistency on common assessments. Staff is also given clear communication from the leadership team on upcoming events and announcements through the weekly newsletter and daily notes. Support is also available for students through different programs including ACE, serving 50 students this year for after-school tutoring, Communities in Schools who served students a total of 694 hours this school year, and cardinal time interventions, which included reading and math academic interventions, dyslexia interventions, and gifted and talented classes. Paraprofessionals were pulled from their regular duties an average of 4 days a month to cover classes or give support elsewhere on campus and lack of communications lead to challenges in the consistency of disciplinary actions and support in the mentorship program. Overall, Bluebonnet Elementary has policies and structures that provide a safe and supportive environment for learning to take place.

## School Context and Organization Strengths

PLCs are efficient and effective. Team planning creates cohesive flow and assessments that address the same expectations. It also allows consistent communication so all parties feel supported. Students are provided with a variety of supports such as ACE after-school program and cardinal time interventions for academic help, Communities in Schools for individualized skill building and basic needs assistance, and behavior team support when needed. Communication about upcoming events and announcements are clearly posted in the daily/weekly notes sent out via the Daily Note/BES News.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Office Referrals do not consistently receive follow-through, including communication with teachers and families. **Root Cause:** There is not a protocol in place for referrals (for the staff or administrators).

**Problem Statement 2:** Paraprofessionals are often pulled away from their primary responsibilities to cover classes or for other duties, resulting in loss of support. **Root Cause:** High staff absence rate and lack of adequate substitutes contribute to this issue.

**Problem Statement 3:** Lack of consistency in the mentorship program. Some new teachers felt supported while others were not checked on regularly, especially at the beginning of the school year. **Root Cause:** Adjustments to the mentors program as needed, because they were not consistently re-visited to ensure accountability.

# Technology

## Technology Summary

Our campus has 1:1 chromebooks with enough additional chromebooks to supply the computer lab, library, and testing carts. Every classroom also has a charging cart. Students get technology instruction for 50 minutes every 6 days in the computer lab with a curriculum that is based on technology TEKS for K-5. BES also has 250 chromebooks and 150 hotspots available for at-home use. Teachers need training on how to use the chromebooks and they could also use additional training in integrating technology into their lessons in a meaningful way. Students with at-home devices need to know what resources are available to them on the chromebook so that they are using them at their fullest potential. Currently, 4th graders take a technology assessment in February but no other tool is available to assess student proficiency.

## Technology Strengths

BES has enough chromebooks so that every student has a device. There are enough devices to also outfit our computer lab, the library, and a testing cart. Students visit the computer lab for 50 minutes every 6 days. The computer lab teacher is using a curriculum that is based on the Texas Technology TEKS K-5. BES has 250 Chromebooks and 150 hotspots available for home use.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** The quality of technology use in varied between classrooms. **Root Cause:** Teachers need additional training on how to operate a chromebook and how to integrate that technology into their lessons in a meaningful way.

**Problem Statement 2:** We do not know how comparable our technology exposure is for our students compared to another school/district. **Root Cause:** We do not have a way to assess student proficiency with technology other than the 4th grade technology assessment.

**Problem Statement 3:** Many devices that went home with students were untouched upon return. **Root Cause:** BES needs to create a list of resources and programs available for students with at-home devices



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Other PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

## Employee Data

- Staff surveys and/or other feedback
- Campus leadership data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data

# Goals

**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.







**Performance Objective 1:** Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.








Aligned Performance Objective: Implement Social Emotional Learning (SEL) curricular resources focused on building community within our classrooms, addressing students' social and emotional needs, and teaching stress management techniques

**Evaluation Data Sources:** observational data, Brag Board data, Discipline data, other campus data source

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Maintain the systems and expectations we've established at BES.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Implement campus training resources to ensure meaningful and timely training on MTSS best practices <b>Strategy's Expected Result/Impact:</b> Implement campus training resources to ensure meaningful and timely training on MTSS best practices. <b>Staff Responsible for Monitoring:</b> MTSS Coach, MTSS Committee, APs and Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner. <b>Strategy's Expected Result/Impact:</b> The campus will function with all staff supporting common goals and expectations. They will also be able to make needed adjustments to ensure our practices are aligned to the current needs of the campus. <b>Staff Responsible for Monitoring:</b> MTSS Coach, MTSS Committee, APs and Principal	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> BES will use common campus expectations through an active MTSS committee, and practices including positive reinforcement systems connected to brag board completion and Positive Office Referrals in order to increase positive behaviors across the campus. <b>Strategy's Expected Result/Impact:</b> Students will further strive to making positive choices when faced with decisions. Teachers will look for the positive behavior they wish to increase across their classrooms and areas. <b>Staff Responsible for Monitoring:</b> MTSS Coach, MTSS Committee, APs and Principal  <b>Funding Sources:</b> Supplies for Positive Office Referrals and Brag Board Celebrations - 211 - Title I, Part A - \$1,000	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 1: Student Success and Well-Being:** We will support skill-building opportunities that encourage responsible choices and adaptable competence.


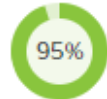




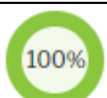
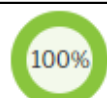
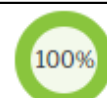




**Performance Objective 2:** Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.

Aligned Performance Objective: Increase students' positive self perception of self-management and growth mindset skills

**Evaluation Data Sources:** Panorama student surveys, observational data, discipline data

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** Maintain the systems and expectations we've established at BES.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Create a plan to address Social Emotional Learning teacher and student survey data <b>Strategy's Expected Result/Impact:</b> By identifying gaps in success or perceived abilities for teachers and students, we can respond with a more tailored approach to the needs of our students and teachers. <b>Staff Responsible for Monitoring:</b> MTSS Coach, MTSS Committee, APs and Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Regular review of campus discipline dashboard to identify trends, disproportionality, and possible adaptations <b>Strategy's Expected Result/Impact:</b> By identifying trends in of office referred behavior with students, we can respond with a more tailored approach to the needs of our students and teachers. <b>Staff Responsible for Monitoring:</b> MTSS Coach, MTSS Committee, APs and Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Creating a campus based mentor program will allow for all 4th grade students to have an accountability partner in another grade level. <b>Strategy's Expected Result/Impact:</b> Having a campus based mentor program will further engage and encourage students towards academic growth and success. <b>Staff Responsible for Monitoring:</b> ICs, Principal	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



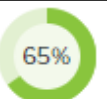
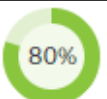




**Goal 1: Student Success and Well-Being:** We will support skill-building opportunities that encourage responsible choices and adaptable competence.








**Performance Objective 3:** Strategic Priority: BISD will develop systems and structures that value student ownership of their academic and behavioral success.  
 Aligned Performance Objective: Increase the percentage of students at Meets Grade Level on STAAR Math from 23% to 32% and STAAR Reading from 30% to 40%

**Evaluation Data Sources:** 2023 Accountability Data, Mock STAAR Data

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Maintain the systems and expectations we've established at BES.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Implement ThinkUp and other curricular resources to supplement instruction in math and reading <b>Strategy's Expected Result/Impact:</b> The use of ThinkUp will increased STAAR scores, and provide an alternative source of intervention to meet the needs of our students. <b>Staff Responsible for Monitoring:</b> Principal, RTI Leads, ICs	Formative		Summative
	Nov	Feb	Apr
	N/A		
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement campus-wide expectations and policies ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives. <b>Strategy's Expected Result/Impact:</b> Strong PBIS practices supports creating spaces and routines on campus that are conducive to high levels of learning. <b>Staff Responsible for Monitoring:</b> ICs, APs and Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Teachers will engage in extended planning time to create lesson plans for intervention and enrichment. <b>Strategy's Expected Result/Impact:</b> Increased effectiveness and differentiation for small group instruction. <b>Staff Responsible for Monitoring:</b> ICs, Aps, and Principal	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Students will have access to supplemental programs such as Flocabulary, Brain Pop Jr, and Pebble Go to allow them to have visual connections to the essential standards being taught.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are able to create a deeper understanding of the essential standards being taught and make connections they otherwise could not.</p> <p><b>Funding Sources:</b> Flocabulary, BrainPop Jr, and Pebble Go - 211 - Title I, Part A - \$4,400</p>	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			



**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.














**Performance Objective 1:** Strategic Priority: BISD will develop and implement comprehensive teaching and learning practices to advance the academic achievement of every student.

Aligned Performance Objective: Increase the percentage of students in grades PK-2 performing on or above grade level in reading from 46% to 65%.

**Evaluation Data Sources:** Amplify, Instructional Reading Level Checkpoints

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Maintain the systems and expectations we've established at BES.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Implement small group instruction in grade K-2 classrooms that focuses on transferring explicit phonics skills. <b>Strategy's Expected Result/Impact:</b> A stronger Tier 1 foundation in explicit phonics skills will translate into on level readers, and proficiency in grade levels to come. <b>Staff Responsible for Monitoring:</b> ELAR IC, ELT	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Provide coaching for PLC teams in grades PK-2nd to monitor and intervene on BISD Essential Standards. <b>Strategy's Expected Result/Impact:</b> A stronger Tier 1 foundation on essential standards in PreK-2 will translate into student success and proficiency. <b>Staff Responsible for Monitoring:</b> ELAR IC, ELT	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement an explicit, systematic phonics routine in grade K-2 classrooms. <b>Strategy's Expected Result/Impact:</b> Increasing the effectiveness of the systematic phonics routine in the classroom will allow for a stronger Tier 1 foundation. <b>Staff Responsible for Monitoring:</b> ELT, IC	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.






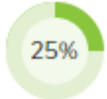


**Performance Objective 2:** Strategic Priority: BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.












Aligned Performance Objective: Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading

**Evaluation Data Sources:** 2023 Accountability Data

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Maintain the systems and expectations we've established at BES.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Implement coordinated and proactive structures to address intervention and/or enrichment for all students. <b>Strategy's Expected Result/Impact:</b> Students will benefit from the coordinated efforts to allow for explicit intervention measures and enrichment as needed for their individual success. <b>Staff Responsible for Monitoring:</b> ICs, RTI Leads, Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement Simultaneous Word Study structures to support English language proficiency of Emergent Bilingual students <b>Strategy's Expected Result/Impact:</b> These efforts will assist in improving language development, increased TELPAS measures in all domains (listen, speaking, reading and writing), and closing gaps with our emergent bilingual students. <b>Staff Responsible for Monitoring:</b> ICs, ELT  <b>Funding Sources:</b> Notebooks - 211 - Title I, Part A - \$500	Formative		Summative
	Nov	Feb	Apr
	N/A		
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement a formative assessment process for monitoring Emergent Bilinguals in grades 1-4 using Summit K12. <b>Strategy's Expected Result/Impact:</b> Emergent bilingual students will have a greater success on TELPAS (listening, speaking, reading, and writing). <b>Staff Responsible for Monitoring:</b> Assistant Principal, Principal  <b>Funding Sources:</b> Headphones - 211 - Title I, Part A - \$2,000	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Reviews		
<b>Strategy 4:</b> BES will have intervention blocks for all students in the areas of reading and math. The intervention blocks will be focused on essential standards and student reading levels. <b>Strategy's Expected Result/Impact:</b> These groups will be based on student data and focused on specific student achievement on essential standards. <b>Staff Responsible for Monitoring:</b> RTI Leads, Principal  <b>Funding Sources:</b> Tutors - 199 - State Compensatory Education - \$15,000	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Provide support for classroom co-teach models specifically focused on small groups, differentiation, using manipulatives and educational tools, and parallel teaching. <b>Strategy's Expected Result/Impact:</b> Strong co-teach practices will allow students with disabilities equitable access to the curriculum.	Formative		Summative
	Nov	Feb	Apr
			
Strategy 6 Details	Reviews		
<b>Strategy 6:</b> Provide students with experiences that allow for their application of knowledge in relation to science and social studies. <b>Strategy's Expected Result/Impact:</b> Students will connect their learning to hands on experience. <b>Staff Responsible for Monitoring:</b> Math/Sci IC	Formative		Summative
	Nov	Feb	Apr
	N/A		N/A
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2: Teaching and Learning Practices:** We will implement innovative strategies to facilitate ownership of academic mastery for all learners.








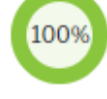
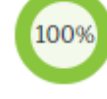




**Performance Objective 3:** Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Aligned Performance Objective: Increase training and coaching on implementing the teaching and learning strategies of academic conversations, explicit vocabulary instruction, and higher order thinking questions for all grades levels and content areas.

**Evaluation Data Sources:** Training Resources, T-Tess Data

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Maintain the systems and expectations we've established at BES.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Create a focused, year-long plan for implementation and monitoring of the Big 3 Strategies (HOTQ, Vocab, Academic Conversations). <b>Strategy's Expected Result/Impact:</b> The routine professional development and monitoring of the Big 3 will increase the efficacy of teachers and successful outcomes for students. <b>Staff Responsible for Monitoring:</b> ICs, Admin	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Provide training and ongoing support for the effective use of techniques that encourage critical thinking skills, differentiation, and scaffolded supports. <b>Strategy's Expected Result/Impact:</b> Providing continued professional learning will increase teacher efficacy and student outcomes. <b>Staff Responsible for Monitoring:</b> ICs, Admin	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> BES will engage in team learning walks and peer observations to increase the capacity of our teachers. <b>Strategy's Expected Result/Impact:</b> When engaging in similar classrooms, teachers will be able to take back best practices and examples of lesson delivery <b>Staff Responsible for Monitoring:</b> ICs, Admin  <b>Funding Sources:</b> Subs for Coverage for Peer Observations - 211 - Title I, Part A - \$10,145	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.













**Performance Objective 1:** Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

Aligned Performance Objective: Student attendance will increase from 91% to 94%

**Evaluation Data Sources:** Skyward attendance reports

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Maintain the systems and expectations we've established at BES.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Implement a written process for truancy prevention to monitor students with chronic absences or who are at high risk for not meeting attendance requirements <b>Strategy's Expected Result/Impact:</b> Addressing the most chronically absent will improve the academic success of those students <b>Staff Responsible for Monitoring:</b> Assistant Principal, Attendance Clerk	Formative		Summative
	Nov	Feb	Apr
	N/A		
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Provide training to Campus staff on the district's procedures to address attendance requirements <b>Strategy's Expected Result/Impact:</b> Staff will increase their knowledge of district procedures to better support the needs of the campus in regards to attendance. <b>Staff Responsible for Monitoring:</b> Assistant Principal, Attendance Clerk	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> BES PreK families will be invited to a parent meeting to educate them on the importance of student attendance. <b>Strategy's Expected Result/Impact:</b> BES PreK parents will have an opportunity to foundationally develop proactive and positive attendance habits. <b>Staff Responsible for Monitoring:</b> Assistant Principal, Principal	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.

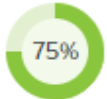





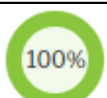
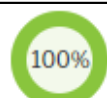
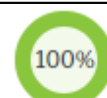




**Performance Objective 2:** Strategic Priority: BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

Aligned Performance Objective: Survey data will show increased positive perceptions of physical and psychological safety at schools

**Evaluation Data Sources:** Panorama SEL Student Survey

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Maintain the systems and expectations we've established at BES.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Improve facility infrastructure to positively impact campus safety <b>Strategy's Expected Result/Impact:</b> All staff have been trained on the BISD safety protocols. Increased student safety will ensure our scholars are in an environment that learning can take place. <b>Staff Responsible for Monitoring:</b> Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Create a student-led campus safety patrol to assist on campus. <b>Strategy's Expected Result/Impact:</b> Our student safety patrol will support arrival and dismissal, as well as act as role models for other students. <b>Staff Responsible for Monitoring:</b> MTSS Coach	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Provide safety drill training and debrief for staff and students throughout the year <b>Strategy's Expected Result/Impact:</b> Staff and students will be more educated in safety expectations and procedures therefore they are more primed to successfully demonstrate these skills in the event it was needed. <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			














**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 3:** Strategic Priority: BISD will enhance its onboarding experience to prepare every new employee for success in BISD.  
 Aligned Performance Objective: Retain 85% of teachers.

**Evaluation Data Sources:** Staff Retention Data Reports

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** Maintain the systems and expectations we've established at BES.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Employing personalized strategies to retain staff such as mentoring programs and new teacher support. <b>Strategy's Expected Result/Impact:</b> Supporting new staff increases their connection to the campus and affords them opportunities for personal relationships. <b>Staff Responsible for Monitoring:</b> Principal, Mentors	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Develop and strategically deploy marketing materials that present the school as an attractive place to work <b>Strategy's Expected Result/Impact:</b> One aspect of a desired workplace is a comfortable and attractive work condition. <b>Staff Responsible for Monitoring:</b> Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice. <b>Strategy's Expected Result/Impact:</b> When teachers receive consistent and actionable feedback they are able to immediately impact student learning with adjustments to their instructional practices. <b>Staff Responsible for Monitoring:</b> ICs, Admin Team, MTSS	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4:** Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.














**Performance Objective 1:** Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

Aligned Performance Objective: Survey data will show increased positive perceptions of parent and community engagement opportunities

**Evaluation Data Sources:** Staff/Family Newsletters, Agendas, Meeting Notes

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Maintain the systems and expectations we've established at BES.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Collaborate with campus PTA to provide support and increase parent engagement efforts. <b>Strategy's Expected Result/Impact:</b> Involving our families more heavily into the fabric of the school will increase the support we receive, and improve relationships between school and community. <b>Staff Responsible for Monitoring:</b> Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Provide capacity-building events for parents and families on critical aspects of student learning <b>Strategy's Expected Result/Impact:</b> Increased knowledge for parents will support the needs of our students and add an increased level of support between school and home. <b>Staff Responsible for Monitoring:</b> Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Schedule monthly Principal Chat meetings <b>Strategy's Expected Result/Impact:</b> Parents will have an opportunity to engage with the Principal, these meetings have monthly themes (safety, attendance, STAAR, etc) and offer another avenue for families to connect to the school. <b>Staff Responsible for Monitoring:</b> Principal	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			



**Goal 4: Collaborative Partnerships:** We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.






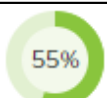
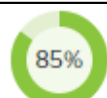
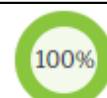




**Performance Objective 2:** Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Aligned Performance Objective: Increase in business and community member participation in campus committees and events

**Evaluation Data Sources:** Staff/Family Newsletters, Agendas

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Maintain the systems and expectations we've established at BES.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Establish an inclusive campus welcoming system that engages all visitors. <b>Strategy's Expected Result/Impact:</b> The foundation of teacher and student relationships is the trust between the families and the school, when families are comfortable and welcomed they are more likely to engage. <b>Staff Responsible for Monitoring:</b> Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Engage community and business partners in meaningful opportunities to participate at BES. <b>Strategy's Expected Result/Impact:</b> Allowing our students to see success within our community will invite community members to create relationships at the elementary level and support our students future goals and dreams. <b>Staff Responsible for Monitoring:</b> Principal	Formative		Summative
	Nov	Feb	Apr
	N/A		
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> BES will have a variety of volunteer opportunities for families to participate in. <b>Strategy's Expected Result/Impact:</b> A strong home to school connection increases the overall academic achievement and attendance of all learners. <b>Staff Responsible for Monitoring:</b> Principal, School Secretary	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Budget for Bluebonnet Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 5.7

Brief Description of SCE Services and/or Programs

## Personnel for Bluebonnet Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
A. Pelayo	RtI Paraprofessional	1
C. Johnson	RtI Paraprofessional	1
C. Mendez	RtI Paraprofessional	1
G. Kiser	Intervention	1
L. Munoz	RtI Paraprofessional	0.7
S. Stluka	Intervention	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
S. Klaus	Instructional Coach	Curriculum and Instruction	1.0

# Campus Funding Summary

199 - State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4	Tutors		\$15,000.00
Sub-Total					\$15,000.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplies for Positive Office Referrals and Brag Board Celebrations		\$1,000.00
1	3	4	Flocabulary, BrainPop Jr, and Pebble Go		\$4,400.00
2	2	2	Notebooks		\$500.00
2	2	3	Headphones		\$2,000.00
2	3	3	Subs for Coverage for Peer Observations		\$10,145.00
Sub-Total					\$18,045.00

# Addendums



## Bluebonnet Elementary – Parent and Family Engagement Policy

Parents and staff at Bluebonnet Elementary have developed and agreed on the following Parent and Family Engagement Policy. The policy will be sent home with the last report card of the year and at the beginning of the school year at parent/teacher conferences.

In order to build a dynamic home-school partnership we will provide the following:

- An annual meeting where parents will learn about the requirements of the school's Title I program and be given an opportunity to become involved with their child's education.
- Parent meetings and conferences held during the first semester at different times during the day to accommodate the needs of parents.
- A description and explanation of the curriculum used, the forms of academic assessments used to measure student progress and proficiency levels students are expected to meet will be provided to parents through conferences, meetings, and newsletters.
- A school-parent compact designed by parents and school staff that outlines how parents, staff, and the students will share the responsibility for improvement in student academic achievement.
- Information relating to school and parent programs, meetings, and other activities will be sent to parents in a timely manner.
- Materials and specific training, such as make-n-takes, to help parents work with their children to improve achievement.
- Opportunities for virtual engagement will be available to help meet the needs of unique family situations.

Parents and community members are welcome to be engaged within our school. By making suggestions to improve our school and by working together we can make all the students at Bluebonnet Elementary successful learners.



## Bluebonnet Primaria- Póliza de participación de los padres y la familia

Los padres y el personal de la Primaria de Bluebonnet han desarrollado y acordado la siguiente Póliza de participación de los padres y la familia. La póliza se enviará a casa con el último boletín de calificaciones del año y al comienzo del año escolar en las conferencias de padres / maestros.

Para construir una asociación dinámica entre el hogar y la escuela, proporcionaremos lo siguiente:

- Una reunión anual donde los padres aprenderán sobre los requisitos del programa Título I de la escuela y tendrán la oportunidad de participar en la educación de sus hijos.
- Reuniones de padres y conferencias celebradas durante el primer semestre en diferentes momentos durante el día para acomodar las necesidades de los padres.
- A través de conferencias, reuniones y boletines informativos, se proporcionará a los padres una descripción y explicación del plan de estudios utilizado, las formas de evaluaciones académicas utilizadas para medir el progreso del estudiante y los niveles de competencia que se espera que los estudiantes cumplan.
- Un pacto entre la escuela y los padres diseñado por los padres y el personal de la escuela que describe cómo los padres, el personal y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes.
- La información relacionada con la escuela y los programas para padres, reuniones y otras actividades se enviará a los padres de manera oportuna.
- Materiales y entrenamientos específicos, como hacer y tomar, para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento.

Los padres y los miembros de la comunidad siempre son bienvenidos en nuestra escuela. Al hacer sugerencias para mejorar nuestra escuela y al trabajar juntos, podemos hacer que todos los estudiantes de la Escuela Primaria Bluebonnet sean estudiantes exitosos.

## **Bluebonnet Elementary School-Home-Student Compact**

### **School Responsibilities**

#### **As a professional learning community, Bluebonnet Elementary will:**

- Effectively communicate our Mission and Vision to students, parents and other members of the community.
- Consistently provide high-quality, diverse, balanced, and vertically aligned curriculum and instruction to support student learning.
- Effectively communicate with parents regarding instruction and assessment at the campus, district, and state levels.
- Develop and host students with a safe, structured, respectful, and nurturing environment that is conducive to learning
- Provide parents with reasonable access to staff along with holding parent conferences to discuss progress, achievement, and collaborating with families to support students.
- Provide parent involvement opportunities as described in the district and campus Parental Involvement Policy and provide families and other stakeholders with opportunities to access community resources.

### **Parent/Guardian Responsibilities**

#### **We, as parents/guardians, will support our children's learning in the following ways:**

- Ensure your child is at school every day. Be on time and do not check your child out early unless it's absolutely necessary. Please make this a priority!
- Communicate with your child's teacher! Mandatory parent conferences will take place in October. You are encouraged to communicate with your child's teacher on a regular basis. Ask questions, be curious, and wonder! You are your child's first teacher and most important advocate! Every day, ask your child, "What did you learn today?"
- Check your child's Take home folder daily! Sign the daily reading and behavior log.
- Read and respond to all school communication. School communication is sent home each Thursday in your child's take home folder.
- Provide homework support to include a solid 10 minutes of reading nightly.
- Ensure the campus has the most current contact information including home and mobile numbers along with emergency contacts.

### **Student Responsibilities**

#### **As a student, I will do my personal best to:**

- Come to school each day ready to learn.
- Come to school each day with my needed materials including my reading books and daily folder.
- Give my parent/guardian any notes or information from
- my school at the end of each day and communicate about my learning.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_



# 2022-2023 Campus Site-Based Committee

Meeting Date: November 1, 2022

3:00 P.M.

Room 100

Committee Role	Name	Position	Signature
Non-classroom Professional	Geralyn Kiser	RTI Lead	<i>Geralyn Kiser</i>
Classroom Teacher	Angela Bean	Teacher	<i>Angela Bean</i>
Classroom Teacher	Anna Benavides	Teacher	<i>Anna Benavides</i>
Classroom Teacher	Isleen Ortiz	Teacher	<i>Isleen Ortiz</i>
Administrator	Laura Faircloth	Principal	<i>L Faircloth</i>
Administrator	Michelle Nicholas	AP	
Administrator	Memory Meyer	AP	
Non-classroom Professional	Stephanie Bordelon	MTSS Coach	<i>S. Bordelon</i>
Classroom Teacher	Brianna Moore	Teacher	<i>Brianna Moore</i>
Classroom Teacher	Anna Quezada	Teacher	
Non-classroom Professional	Guliz Kraft	Teacher	<i>Guliz Kraft</i>
Parent	Patty Reed	Parent	



# Bluebonnet Elementary School

**SBDMC - Room 100/3:15**

Date: Nov. 1, 2022

**Attendees: On Sign In Sheet**

**Celebrations:**

☐ Growth in most areas!

**Check-in:**

- Subs on drills
- Procedures being clear with them and all
- Lack of info for Summit K12
- Questions about simultaneous word study (want more training)



# Bluebonnet Elementary School

**SBDMC - Room 100/3:00**

Date: 2/13/2023

## Committee Members

Angela Bean

Angela Bean

Anna Benavides

Anna Benavides

Laura Faircloth

Laura Faircloth

Geralyn Kiser

Geralyn Kiser

Guliz Kraft

Memory Meyer

Memory Meyer

Brianna Moore

Brianna Moore

Michelle Nicholas

Michelle Nicholas

Isleen Ortiz

Isleen Ortiz

Anna Quezada



# Bluebonnet Elementary School

**SBDMC - Room 100/2:30**

**Date: 4/10/2023**

## Committee Members

Angela Bean

Angela Bean

Anna Benavides

Anna Benavides

Laura Faircloth

Laura Faircloth

Geralyn Kiser

Geralyn Kiser

Guliz Kraft

Guliz Kraft

Memory Meyer

Brianna Moore

Brianna Moore

Michelle Nicholas

Isleen Ortiz

Isleen Ortiz

Anna Quezada

**Bastrop Independent School District**  
**Cedar Creek Elementary**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

Cedar Creek Elementary supports the academics, social, and emotional development of all students and is committed in building a culture of high expectations for all.

## Vision

We will create a community of learners who are empowered to reach high levels of academic success, fostered by an environment that is creative, collaborative, connected, and cooperative.

## Core Beliefs

We Believe That....

- Family is the foundation that supports the development of the individual and the community.
- Respect for other and self is shown through attitude and action.
- Appreciation for diversity strengthens our community.
- Investment in optimism leads to success.
- Service to others builds community and personal growth.
- Collaboration and team work enrich outcomes.
- Commitment and strong work ethic are valued qualities.
- A Culture of high expectations is a commitment to our future.
- Positive character produces positive actions.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Cedar Creek Elementary is a neighborhood school located about 25 miles east of Austin. It serves approximately 953 students in grades Pre-Kindergarten to 4th grade. Our Pre-Kindergarten program offers full-day services to children who qualify by income, English-language proficiency, military or foster care. The Hispanic/Latino population continues to make up the majority of the school's student population. Rapid growth in the Cedar Creek area has led to a rapid increase in student population, with 2021-22's average enrollment at 953 students. This year, we are currently 115 students over last year's average daily attendance. Cedar Creek Elementary is a neighborhood school located about 25 miles east of Austin. It serves approximately 920 students in grades Pre-Kindergarten to 4th grade. Our Pre-Kindergarten program offers full-day services to children who qualify by income, English-language proficiency, military or foster care. The Hispanic/Latino population continues to make up the majority of the school's student population. Rapid growth in the Cedar Creek area has led to a rapid increase in student population, with 2020-21's average enrollment at 838 students. This year, we are currently 100 students over last year's average daily attendance. This increase in student enrollment identifies a need for additional classroom teacher FTEs.

### 2021-2022 CCE Demographics

Student Enrollment	19-20	20-21	21-22	Dif.
Early Education	10	4	2	-2
Pre-Kindergarten	84	86	106	+20
Kindergarten	133	130	159	+29
Grade 1	157	148	160	+12
Grade 2	128	156	177	+21
Grade 3	147	144	179	+35
Grade 4	165	170	170	0
Student Ethnicity	19-20	20-21	21-22	Dif.
Black African American	8	6	9	+3
Hispanic Latino	729	760	885	+125
Native Hawaiian Pacific Islander	0	0	0	0
White	72	62	50	-12
Two or More	15	10	9	-1
American Indian-Alaskan Native	0	0	0	0
Student by Program	19-20	20-21	21-22	Dif.
Special Education	85	82	79	-3
Gifted and Talented	27	14	14	0



Student Enrollment	19-20	20-21	21-22	Dif.
Emergent Bilingual	525	558	650	+92
LEP/EL - Monitored 1	8	5	0	-5
Bilingual Transitional Bilingual/Early Exit	339	260	550	+290
ESL Content-Based	79	83	96	+13
Other Student Information	19-20	20-21	21-22	Dif.
At Risk	643	722	888	+166
Immigrant	14	21	42	+21
Economic Disadvantage - Free Meals	527	564	762	+198
Economic Disadvantage - Reduced Meals	9	29	52	+23
Economic Disadvantage - Other	164	71	62	-9
Title I - Schoolwide	823	838	953	+115
Title I - Homeless	1	0	23	+23
Homeless Status - Sheltered - 1	0	0	0	0
Homeless Status - Temp. Doubled Up - 2	13	12	17	+5
Homeless Status - Unsheltered - 3	2	3	5	+2

### Demographics Strengths

1. Campus' enrollment continues to increase rapidly.
2. The district has provided growth positions for our growing population.
3. Data shows 14 students participated in GT in the Fall.. After spring testing, there will be a total of 42 students participating in the program for the 2022-2023 school year.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** There are 20 classrooms served by non-bilingual certified teachers. **Root Cause:** We have a growing number of Emergent Bilinguals and a limited number of available bilingual teachers. We did retain all bilingual teachers from the previous year nor recruit enough teachers for new year.

**Problem Statement 2:** With the rising number of at-risk students at CCE, staff is not fully trained to meet the needs of students and families in our Emergent Bilingual population.

**Root Cause:** There has been a lack of training and resources, including CIS, to support the needs of this population.

**Problem Statement 3:** There is a rise in our homeless population and we have many students due to the pandemic that have many social and emotional needs that may not be fully met. **Root Cause:** There has not been sufficient campus training on how to deal with trauma in schools.

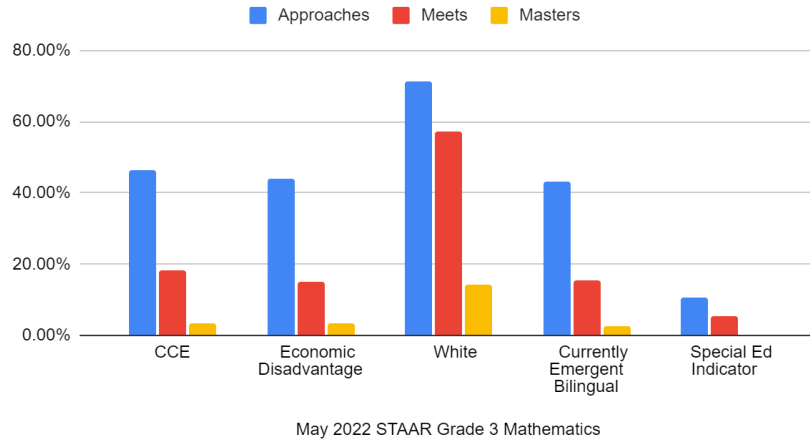
# Student Achievement

## Student Achievement Summary

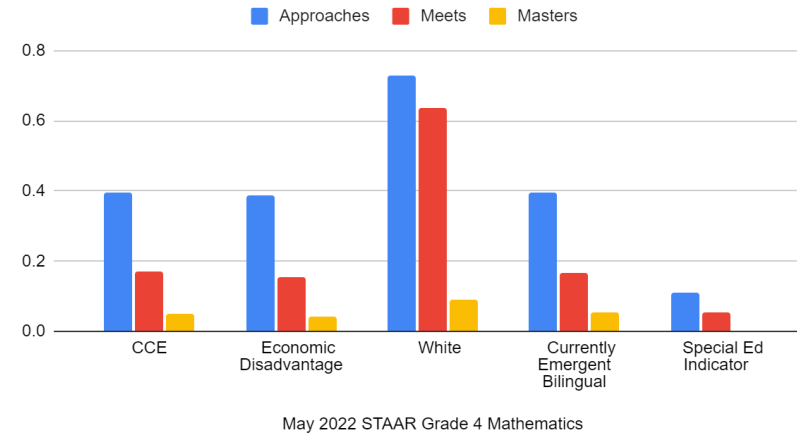
With our growing population, we had increases in student learning needs. With our bilingual students, we had 15 newcomers in 2-4 grade who received before school support and ESL support. In TELPAS, 1st, 3rd and 4th grade students had an increase of students making at least 1 year growth compared to last school year. There is a significant drop in students making one year growth or more from first to second grade in TELPAS. We have done training with teachers but recognize the need for more training as we look at student achievement for our Emergent Bilingual students. As students returned from COVID, we recognized the need for more foundational reading and math instruction. Composite reading level scores showed growth in all grade level but not one year's growth. STAAR scores grew significantly in all areas in the 2021-22 test as especially for our students who did not grow from last year's test to this year's Mock test. We recognize the need for continued foundational learning skill development in both math and ELA.

STAAR Performance 2022-23	Approaches	Meets	Masters	
4th Math	39%	17%	5%	
4th Reading	60%	31%	11%	
3rd Math	46%	18%	4%	
3rd Reading	54%	24%	9%	
STAAR Performance 2021-22	Approaches	Meets	Masters	PL AVG
4th Math	34%	16%	5%	18%
4th Reading	45%	13%	3%	20%
3rd Math	26%	6%	2%	18%
3rd Reading	39%	12%	4%	18%
STAAR Performance 2019-20	Approaches	Meets	Masters	PL AVG
4th Math	66%	42%	29%	46%
4th Reading	58%	26%	13%	32%
3rd Math	61%	36%	20%	39%
3rd Reading	79%	52%	26%	52%

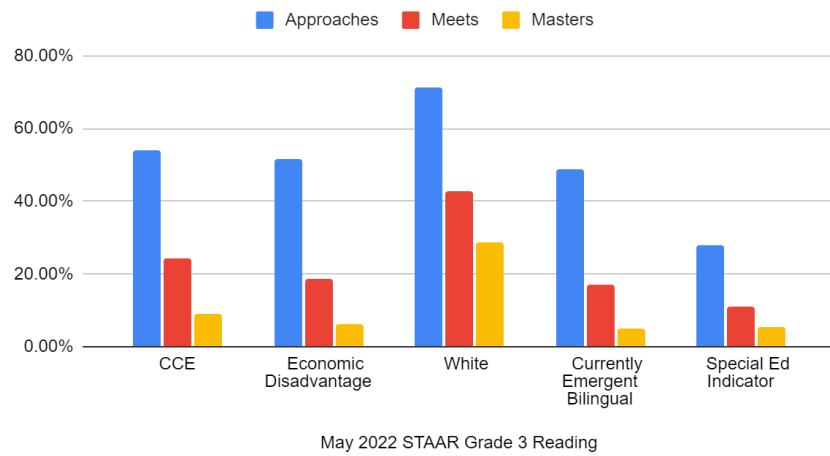
### Approaches, Meets and Masters



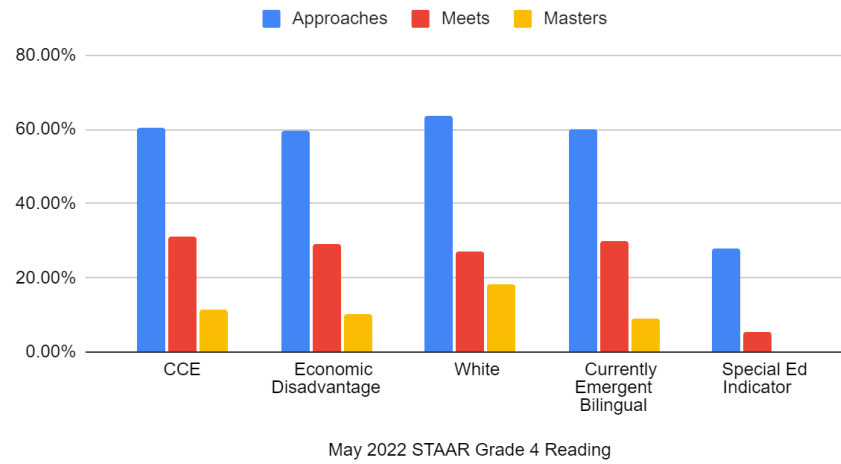
### Approaches, Meets and Masters



### Approaches, Meets and Masters



### Approaches, Meets and Masters



## TELPAS DATA

Kinder TELPAS Composite Rating- 2020-2021				Yearly Progress
Beginning 72	Intermediate 24	Advance 3	Advance High 0	Progress Not Applicable
Kinder TELPAS Composite Rating 2021-2022				Yearly Progress
Beginning 84	Intermediate 15	Advance 1	Adv High 0	Progress Not Applicable

First Grade 2020-2021 TELPAS Composite Rating												
Beginning	Intermediate	Advance	Advance High	# of Matched Students	Student Who Progressed One Proficiency level		Student Who Progressed Two Proficiency level		Student Who Progressed Three Proficiency level		Student Who Progressed At Least One Proficiency level	
22	59	18	1	94	#	%	#	%	#	%	#	%
					42	45	3	3	0	0	45	48
First Grade 2021-2022 TELPAS Composite Rating												
Beginning	Intermediate	Advance	Advance High	# of Matched Students	Student Who Progressed One Proficiency level		Student Who Progressed Two Proficiency level		Student Who Progressed Three Proficiency level		Student Who Progressed At Least One Proficiency level	

First Grade 2020-2021 TELPAS Composite Rating												
25	53	16	5	103	#	%	#	%	#	%	#	%
					52	54	6	6	3	3	63	61

Second Grade TELPAS Composite Rating- 2020-2021												
Beginning	Intermediate	Advance	Advance High	# of Matched Students	Student Who Progressed One Proficiency level		Student Who Progressed Two Proficiency level		Student Who Progressed Three Proficiency level		Student Who Progressed At Least One Proficiency level	
15	51	31	3	95	#	%	#	%	#	%	#	%
					24	25	7	7	0	0	31	33
Second Grade TELPAS Composite Rating- 2021-2022												
Beginning	Intermediate	Advance	Advance High	# of Matched Students	Student Who Progressed One Proficiency level		Student Who Progressed Two Proficiency level		Student Who Progressed Three Proficiency level		Student Who Progressed At Least One Proficiency level	
15	68	17	1	114	#	%	#	%	#	%	#	%
					28	25	2	2	0	0	30	26

Assessment data indicates a need for paraprofessionals and teachers dedicated to intervention programming.

### Student Achievement Strengths

1. Across data points, all students have shown more growth this year than in the last COVID years.
2. There was significant growth in STAAR scores for 3rd and 4th grade in both content areas. This was the first year the tests were online so this is significant.
3. Additional Para support was provided for our bilingual students in lower grades and Para support in reading classes across all grade levels.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** There has been an overall decrease in TELPAS growth scores over the past two years. **Root Cause:** Planning and focusing on oral language development has not been consistent. Bilingual exception teachers needed more in class support. Online speaking test was consistently low and as student's practice, we notice the computer does not pick up student's speaking portion consistently with accuracy.

**Problem Statement 2:** Students are below grade level in reading and have not made one year's growth. **Root Cause:** Students came in at much lower reading levels than ever before and teachers in grades 2-4 did not have enough training in foundational reading skills to help support these students.

# School Culture and Climate

## School Culture and Climate Summary

Over a three year period, evidence shows that the campus has aligned acknowledgment systems, based on being safe, responsible and respectful, campus wide. There is an ongoing need for training, buy-in and input from staff at all levels for positively correcting students and continuing to practice consistent behavior management. Student and staff surveys have all increased and students indicated they feel supported by adults on campus. RTI processes expanded to include Amplify, a program that supports students foundational reading needs across grade levels. Teachers shared students and larger numbers of students were served.

The Cedar Creek Elementary Staff worked collectively to develop the following mission, vision, and collective commitments for the 2021-22 school year:

### Vision:

We are a diverse team of educators and professionals serving and supporting diverse students, families, and communities. Our goal is to transform and empower all students by providing a foundation of continuous growth and opportunities to build lifelong learners in a safe and nurturing environment.

### Mission:

CCE: serving all, empowering all, transforming all

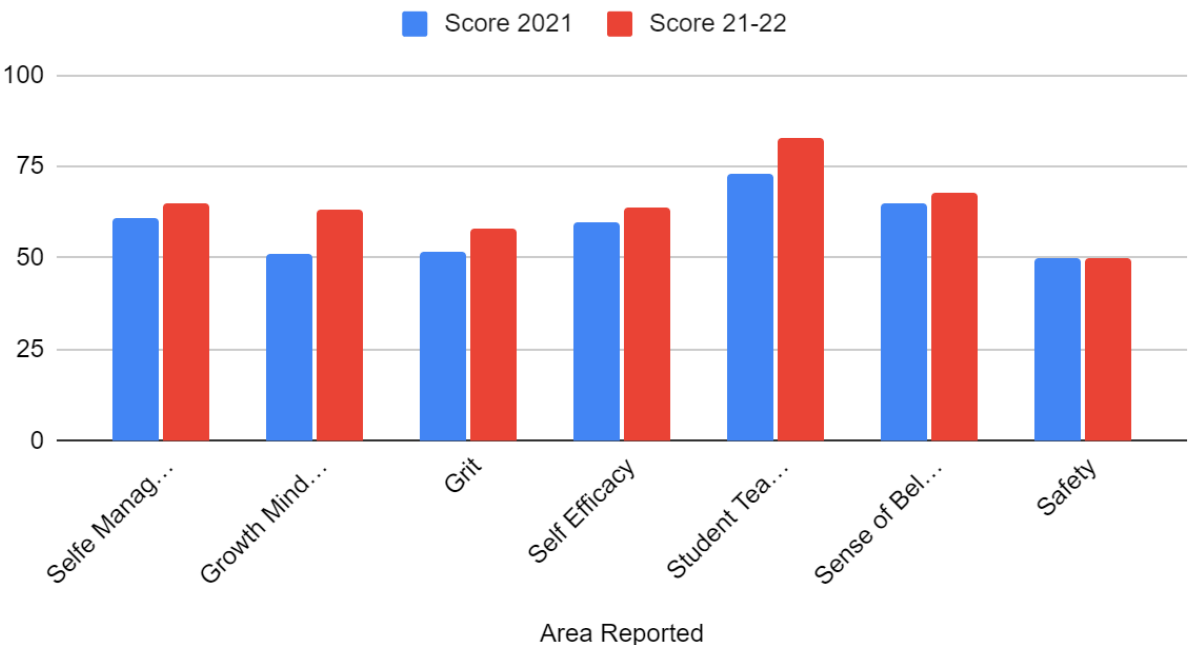
### Collective Commitments 21-22

We will hold all staff and students to high expectations.

1. We will foster a culture that embraces diversity by building positive, inclusive relationships with staff, students, and families.
2. We will teach and differentiate the essential learnings of our guaranteed and viable curriculum to ensure the success of all students.
3. We will cultivate a positive climate to encourage excellence and motivate the development of a growth mindset in all.
4. We will collaborate and use evidence of student learning to inform and improve our teaching practice in order to better meet the needs of individual students.
5. We will facilitate safe, student-centered learning by creating and maintaining a well managed, engaging, and nurturing environment.



# 3rd and 4th Grade Student Spring Survey



## ATTENDANCE:

2019-2020		2020-2021		2021-2022	
Average Daily Attendance	Percent in Attendance	Average Daily Attendance	Percent in Attendance	Average Daily Attendance	Percent in Attendance
734.783	94.459%	726.783	91.43%	833.592	91.66%

<div></div>	Special Population	2019-2020	2020-2021
	Special Education	95.2%	89.6%

Cedar Creek Elementary  
Generated by Plan4Learning.com

Economic Disadvantage	95.8%	91.1%
LEP	96.3%	91.7%
At Risk	96.0%	91.5%
Gifted and Talented	96.8%	95.0%
Migrant	0.0%	0.0%
Homeless Status	95.6%	86.0%
Unaccompanied Youth	95.0%	66.9%
Early Reading Indicator	95.5%	90.9%
Military Connected	83.3%	0.0%
Foster Care	94.7%	83.6%
RDSPD	0.0%	0.0%
	<hr/>	<hr/>
	95.9%	91.2%

### School Culture and Climate Strengths

1. There are discipline guidelines to follow-Safe, Respectful, and Responsible and classrooms and campus have aligned to the model..
2. The process for behavior RtI is consistent and ongoing. In academic RTIm What I Need time (WIN time) intervention time was provided in ELA for all students.
3. Attendance systems were implemented consistently by the end of the year to help support student attendance.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Students with continuous discipline problems impede effective instruction and learning. **Root Cause:** Ongoing implementation of SEL and trauma-informed strategies throughout the school year is needed as we have built the foundation. There was not enough training and follow through on the campus Big Deal-O-Meter.

**Problem Statement 2:** For the first semester attendance, systems for COVID and buses were not fully developed. **Root Cause:** We did not have a strong monitoring and tracking system at the beginning of the school year.

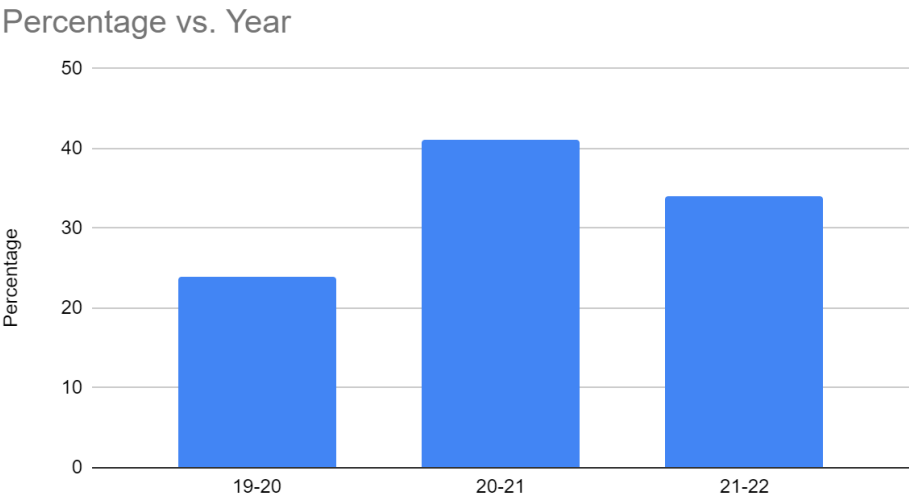
# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Cedar Creek Elementary's enrollment has increased so the number of FTEs has increased.

Teacher Years of Experience for Cedar Creek EL for Multiple Years						
* For the 21-22 school year, 3.5 positions were filled by specialists or long term subs due to teacher shortages						
Years of Experience by Subject	2019 - 2020		2020 - 2021		2021 - 2022	
	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage
Beginning Teachers	2	4.00%	7.8	14.20%	3.1	6.20%
1 - 5 Years Experience	18.1	36.5	16.9	30.8	15.9	31.7
6 - 10 Years Experience	4	8.1	6.7	12.2	9.6	19.1
11 - 20 Years Experience	15.1	30.4	12.1	22	11.5	22.9
Over 20 Years Experience	10.5	21.2	11.5	20.9	10.1	20.1
Total Teacher FTEs	49.6	100	54.9	100	50.2	100

## Teacher Retention Data:



\* At the end of both the 20-21 and 21-22 school years, no full-time teachers requested transfers to other campuses in the district

## Mentoring and Coaching

- Every new teacher or second year teacher indicating a need was provided with a campus mentor who met consistently
- New teacher meetings were held with administration, district and campus supports monthly
- Campus PLCs were attended weekly by every grade level teacher and Special Education teachers. This provided a strong level of support and calibration for all teachers, especially new teachers.
- Coaching cycles were provided for all new teachers in ELA
- Coaching was provided for teachers demonstrating or requesting a need for additional support in ELA.
- STAAR state testing coaching and support was provided for new teachers in 3rd grade

## Staff Quality, Recruitment, and Retention Strengths

1. New teachers are well supported through mentoring, coaching, and training.
2. Campus PLCs provided support for all teachers, especially new teachers, and was done with fidelity.
3. Teacher retention went up by over 5% from 20-21 to 21-22.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** While teacher retention increased, turnover is still over 30%. Next year's data will be higher. **Root Cause:** Many list location as a factor but other reasons for leaving include feeling overwhelmed with learning to manage larger class sizes and lack of opportunity for promotion on campus.

**Problem Statement 2:** Lack of certified teachers in classrooms led to long term subs, pulling specialists and using paras to cover classes. Long term subs left or did not continue with the campus at the end of the school year. Data also showed that student performance was lower in these classes overall. **Root Cause:** The teacher shortage cannot be controlled. However, subs and paraprofessionals do not have consistent systems of academic and behavioral support, mentoring, and accountability which lead to lower student performance and lower retention/promotion of subs.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Our campus, as a professional learning community, structured meeting times to support TEKs aligned lesson planning, data review, discussion and implementation of strong instructional strategies, and planning for the teaching to mastery of essential standards. This PLC process shows a need for instructional coaching staff to assist and coach teacher teams. We added a weekly Pre-Kindergarten Professional Learning team so all grade levels are now participating in the process. In the 21-22 school year, CCE added a bilingual exception collaborative team that met monthly to review the English Language Proficiency Standards, set goals for classroom instruction, and review data. Additionally, the campus focused on Summit K-12, an online program that supports English Language Development, where we were the top in the district and in the top five for the state in usage. All ELA classes utilized Amplify for ELA support and intervention groups. Looking at student performance data, we recognize a need for common formative assessments around essential standards and stronger support for our language learners. The campus implemented the new Amplify program and teach Essential Standards with fidelity in an effort to provide guaranteed and viable curriculum for all students.

## Curriculum, Instruction, and Assessment Strengths

1. CCE has grown in PLC processes, with all teams meeting, leaders planning bi-monthly, and campus and team leaders doing calibration walkthroughs to see what is working and what needs more support.
2. There are systems in place to support our Emergent Bilingual students including teacher goal setting, Bilingual Exception Professional Learning Team, and Summit K-12..
3. Our Special Education Team participated in their own PLCs, as well as beginning the year in grade level PLCs they supported.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Sheltered Instructional strategies are not being consistently provided across bilingual exception classes. **Root Cause:** New and newer teachers need additional training and expectations and accountability from leadership are not clearly defined.

**Problem Statement 2:** With essential standards being new, monitoring systems, within the units, for student learning on the standards is still being developed. **Root Cause:** We do not yet have common formative assessments in the learning units to help inform instruction and intervention. We did not systematize tracking in essential standards to ensure student mastery.

# Parent and Community Engagement

## Parent and Community Engagement Summary

School Status Parent Communication Tracking 2021-22	
Total Calls	3,889
Total Emails	5,795
Total Texts	123,017

Blackboard Connect Parent Communication		
	Phone Messages	General Contacts
Attendance	217	200084
Campus Administration	256	65271

### Parent Communication Highlights:

- School Status and Blackboard Connect were used as platforms to communicate with families and community.
- Campus newsletters were sent bi-weekly, alternating between virtual and paper copies.
- Weekly newsletters were sent by each teacher to the families of their students. A monthly grade level newsletter was also sent per grade to communicate information with families.
- Campus monthly calendars were shared with families.

### Parent Engagement Activities:

- Back to School Night
- Parent Conferences
- Monthly Coffee with the Principal events
- Fall Festival
- Fall and Spring Title 1 Meetings both virtual and in person
- Fall Family Literacy Night and Book Fair
- Virtual Math Night
- STAAR Parent Night
- Almost There Fair
- ACE Family Engagement Events
- Parent Literacy Series
- Career Fair
- Virtual and in person choir concerts
- End of the Year Awards Ceremony

Our site-based committee has determined that having a dedicated Parent Liaison staff member would improve attendance at family events as well as assist us in determining specific

needs of our families.

### **Parent and Community Engagement Strengths**

1. Data shows that teachers and administrators communicated consistently with families via phone, email, text and newsletters.
2. Parent engagement events were offered throughout the school year to invite parents to partner with the school.
3. Career Fair connected students with parents and community partners like the mayor, local newscasters, law enforcement and business owners.

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Parent connecting events like Coffee with the Principal and STAAR Parent Night were poorly attended. **Root Cause:** Coffee with the Principal's format did not engage parents, just spoke to them. Also, more personal contacts needed to be made to make parents feel welcome.

**Problem Statement 2:** While PTA did a great job, there were a limited number of parents volunteering. **Root Cause:** Parent perception about COVID inhibits their level of involvement so better communication is needed to ensure safety or offer alternative ways to participate. Lack of personal connections with families lead to lack of parental involvement.

**Problem Statement 3:** CCE did not have enough social media visibility on all platforms and website. **Root Cause:** Only some platforms were consistently used. Campus website was not provided with consistently updated information.

# School Context and Organization

## School Context and Organization Summary

Cedar Creek Elementary school is a rural school on the edges of Bastrop county. We serve a growing area, with new subdivisions being built in a couple of areas nearby. As such, the school is growing numerically. The average daily attendance for Fall PIEMS was 838 students. At the beginning of the 2021-22 school year, the campus is running 940 students. There are two large neighborhoods being developed near CCE and students continue to enroll daily.

CCE’s safety committee meets monthly to discuss issues that focus on a safe school for students. Safety training and drill schedule is provided to all staff at the beginning and middle of the school year to review safety procedures and protocol. Staff members also received a “Go Bag” that contained items in case of emergencies. Attendance monitoring systems are in place as well as reward systems for strong attendance. The MTSS and PBIS systems were implemented with the whole campus filling brag boards five times, every room using brag boards, and the campus focused on creating a positive environment for all staff, students and stakeholders.

Emergent Tree

Quick Statistics

Total Time	Engagement	Acknowledg ment Ratio	Expectations Up-Front	Expectations Reminder	Attention Signal
29:33	78%	17:5	2x	1x	1x

Attendance Checklist

Each absence	<ul style="list-style-type: none"><li>Teacher contacts through schoolstatus. If no response to text, remember to call.</li><li>Turning in notes/Dr. Notes to office daily</li><li>Email Attendance Clerk any communication in SchoolStatus about student being absent</li></ul>
--------------	---

3 unexcused absences	<ul style="list-style-type: none"><li>Attendance Clerk contacts in schoolstatus</li><li>If in a row, teacher emails AP to check in</li></ul>
5 unexcused absences	<ul style="list-style-type: none"><li>Attendance Clerk contacts in schoolstatus with admin note</li></ul>
10 total unexcused/excused absences or more	<ul style="list-style-type: none"><li>Attendance officer contact</li><li>Student’s family can be referred for truancy followed up by admin &amp; Attendance Clerk</li><li>May need an attendance plan to recoup</li></ul>



<b>3 unexcused absences</b>	<ul style="list-style-type: none"> <li>• <b>Attendance Clerk contacts in schoolstatus</b></li> <li>• <b>If in a row, teacher emails AP to check in</b></li> </ul>
10 absences due to quarantine/nurse's orders/bus	<ul style="list-style-type: none"> <li>• May need an attendance plan to recoup</li> <li>• Will not be referred for truancy</li> </ul>

### School Context and Organization Strengths

1. CCE has a framework for safety for addressing concerns and ensuring that we have a safe school.
2. Emergent Tree data shows an increase in positive interactions with students, student engagement, teaching of social emotional learning, and use of brag boards in classes and on campus.
3. CCE tracks attendance using a spreadsheet that tracks students, parents, number of absences and how those are coded (unexcused, excused, etc). In addition, we color coded students that were chronically tardy, had transportation issues, were in the truancy referral process, and notes on contact with families.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Staff did not always remember the correct procedures for the drill. **Root Cause:** Safety procedures were not revisited before each drill either through email or at a meeting.

**Problem Statement 2:** Inclusion support could have been provided at more optimal learning times. **Root Cause:** Master scheduling did not allow for flexibility and scheduling during optimal learning times.

# Technology

## Technology Summary

This year, with the help of the district, Cedar Creek Elementary was able to provide a device for every student who needed it.

Teachers were trained to use SeeSaw as their online platform for instruction, Zoom to meet with students and parents virtually, and SchoolStatus to communicate with families.

As many families in the Cedar Creek area do not have access to consistent internet, the district provided hotspots for virtual students and technology support to staff and families.

95% of staff indicated that there were effective systems and procedures for technology districtwide and 82% indicated they believed there was proper technology training.

## Technology Strengths

1. Met Goal of 1:1 for students PK-4th grade including Chromecarts.
2. Every student used a badge for logins and check ins.
3. All grade levels utilize technology daily for instructional purposes.
4. The campus put together a technology implementation plan, including a scope and sequence for Computer Lab and Planning Meeting times, so students would have practice with typing, Cambium, TELPAS, and intervention software.
5. 3rd and 4th grade students successfully completed STAAR testing online. All LPAC students did the TELPAS test online.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** While we are using technology, there are inconsistencies on the usage of technology programs and applications in each class for instructional purposes. **Root Cause:** We do not have a consistent scope and sequence for technology implementation in all grade levels. With our rapid growth, we did not have enough technology for all students.

**Problem Statement 2:** Most students still struggle with typing on a chromebook. **Root Cause:** We do not have enough typing instruction in our campus schedule for students to practice the skill.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

# Goals

**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.










**Performance Objective 1:** Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Aligned Performance Objective: Implement Social Emotional Learning (SEL) curricular resources focused on building community within our classrooms, addressing students' social and emotional needs, and teaching stress management techniques

**Evaluation Data Sources:** Observational data, Brag Board data, Discipline data, other campus data source, RTI data

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Many areas will continue to be a focus in the year to come

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner. <b>Strategy's Expected Result/Impact:</b> By the end of the first nine weeks, all classrooms will have safe, respectful and responsible expectations in place. Staff will continue to monitor, improve and celebrate growth on campus. <b>Staff Responsible for Monitoring:</b> MTSS Coach, MTSS Team, AP	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> MTSS coach, counselor guidance lessons and district affiliated resources for targeted social skills <b>Strategy's Expected Result/Impact:</b> Social groups will be built, monitored, adapted to meet the varying needs of students as identified through discipline, DBRC, teacher and parent input. <b>Staff Responsible for Monitoring:</b> MTSS Coach, AP, Counselor, CIS Case Manager	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement campus training resources to ensure meaningful and timely training on MTSS best practices <b>Strategy's Expected Result/Impact:</b> Coaching, training and support for staff will be provided to build staff efficacy. Internal rewards will implemented classroom and campus wide for brag board completion and goal completion. <b>Staff Responsible for Monitoring:</b> MTSS coach and team	Formative		Summative
	Nov	Feb	Apr
			



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 1: Student Success and Well-Being:** We will support skill-building opportunities that encourage responsible choices and adaptable competence.


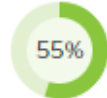







**Performance Objective 2:** Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.











Aligned Performance Objective: Increase students' positive self perception of self-management and growth mindset skills

**Evaluation Data Sources:** Panorama SEL student surveys administered two times per year, observational data, discipline data, Emergent Tree campus reports

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue to work on 3:1, fidelity of SEL curriculum, and building strong relationships with students.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Create a plan to address Social Emotional Learning teacher and student survey data through MTSS committee and out to school <b>Strategy's Expected Result/Impact:</b> Tier 1 Second Step curriculum taught with fidelity. Staff development and Emergent Tree coaching will build staff capacity . <b>Staff Responsible for Monitoring:</b> Counselor, MTSS Coach, AP	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Conduct campus investigations and restoratives that promote and support a safe and orderly learning environment <b>Strategy's Expected Result/Impact:</b> Discipline data and walkthrough data will reflect ongoing systems for safe and orderly learning environments. <b>Staff Responsible for Monitoring:</b> MTSS Coach, Administration	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Regular review of campus discipline dashboard to identify trends, disproportionality, and possible adaptations <b>Strategy's Expected Result/Impact:</b> Discipline data, campus wide training of behavior matrix , and administrative and teacher leaders reflectively set goals that decrease disproportionate disciplinary practice and support restorative classroom and campus practices. <b>Staff Responsible for Monitoring:</b> Campus Leadership Team, Team Leaders	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Progress monitoring and data reviews 4-6 weeks for students in behavior RTI/CBS <b>Strategy's Expected Result/Impact:</b> Teams will use Panorama, discipline and anecdotal data to identify Tier 2 and 3 students, provide leveled supports, review progress to ensure every student is provided with tools necessary for strong social emotional health <b>Staff Responsible for Monitoring:</b> RTI Lead, MTSS Coach, AP	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Plan student events, awards, and training that support anti-bullying, growth mindset and being safe, respectful and responsible at all times <b>Strategy's Expected Result/Impact:</b> Students will feel safer in school, evidence of bullying and other disciplinary infractions will decrease <b>Staff Responsible for Monitoring:</b> MTSS Team, Counselor	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			











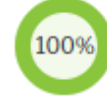
**Goal 1: Student Success and Well-Being:** We will support skill-building opportunities that encourage responsible choices and adaptable competence.














**Performance Objective 3:** Strategic Priority: BISD will develop systems and structures that value student ownership of their academic and behavioral success.  
 Aligned Performance Objective: Increase the percentage of students at Meets Grade Level on STAAR Math from 18% to 28% and STAAR Reading from 28% to 40%

**Evaluation Data Sources:** 2023 Accountability Data, AT data, Mock STAAR Data, Formative assessment data, BAS Reading Level Data, Amplify data

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue with goals in this area, modify based on new curriculum and scheduling

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Supplemental resources used to provide online readers and leveled reading books that support Guided Reading and phonics based reading instruction <b>Strategy's Expected Result/Impact:</b> Increased on level, interest based reading material in classrooms. Better support Guided Reading and intervention activities. <b>Staff Responsible for Monitoring:</b> Instructional Coaches, Guiding Coalition leads	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Solicit input from campus instructional leaders on grade-appropriate and feasible academic and behavioral measures for individual student goal setting <b>Strategy's Expected Result/Impact:</b> Increased performance in reading and math as measured in data meetings, individual student conferences, campus wide monitoring and celebrating achievement and growth <b>Staff Responsible for Monitoring:</b> Guiding Coalition leads, Administration, Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Build capacity in all campus teams to implement and facilitate effective PLC structures <b>Strategy's Expected Result/Impact:</b> PLC agendas, lesson plan reviews, SMART goal planning, monitoring and reflection, walkthrough data will reflect effective structures for improving student learning implemented campus wide <b>Staff Responsible for Monitoring:</b> Guiding Coalition, Administration, Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Implement supplemental intervention resources such as Think UP math and ELAR <b>Strategy's Expected Result/Impact:</b> Tutoring and small group data will show growth in STAAR based problem solving and higher order thinking skills <b>Staff Responsible for Monitoring:</b> AP, ICs	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Provide training and coaching for vocabulary instruction and sheltered instruction strategies through ongoing coaching, walkthrough cycles, tracking and providing vocabulary support materials <b>Strategy's Expected Result/Impact:</b> MOCK, AT, STAAR, CFAs will show student growth in academic vocabulary and comprehension skills <b>Staff Responsible for Monitoring:</b> Guiding Coalition, Administration, Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
			
Strategy 6 Details	Reviews		
<b>Strategy 6:</b> Implement campus wide reading growth goal that ensures strong reading instructional strategies are implemented, monitored and systematized <b>Strategy's Expected Result/Impact:</b> 75% of all students will grow at least one level in reading in grades K-4. 75% of all Pre-K students will master the three essential reading based guidelines identified by district <b>Staff Responsible for Monitoring:</b> Grade level teams, Instructional Coaches, Instructional Leadership Team	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.










**Performance Objective 1:** Strategic Priority: BISD will develop and implement comprehensive teaching and learning practices to advance the academic achievement of every student.











Aligned Performance Objective: Increase the percentage of students in grades PK-2 performing on or above grade level in reading from XX% to XX%.

**Evaluation Data Sources:** Amplify, iStation, Instructional Reading Level Checkpoints, BAS scores, SMART goals, walkthroughs

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue with goal, change based on new curriculum

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Implement an explicit, systematic phonics routine in grade K-2 classrooms. <b>Strategy's Expected Result/Impact:</b> Tier 1 phonics instruction is embedded in all schedules and incorporated into small and intervention group instruction in both English and Spanish <b>Staff Responsible for Monitoring:</b> GC leads, Instructional Coaches, Early Lit RTI teacher	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement small group instruction in grade K-2 classrooms that focuses on transferring explicit phonics skills. <b>Strategy's Expected Result/Impact:</b> Tier 1 and Tier 2 small group instruction will provide needs based phonics instruction using best practices as measured by MCLASS and BAS growth data. <b>Staff Responsible for Monitoring:</b> Classroom teachers, Early Lit RTI teacher, Administration	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement a reading achievement tracking system and goal setting, monitoring <b>Strategy's Expected Result/Impact:</b> CCE will implement campus wide SMART goal, data tracking and student goal setting for BAS and Amplify growth <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Provide coaching for PLC teams in grades PK-2nd to monitor and intervene on BISD Essential Standards. <b>Strategy's Expected Result/Impact:</b> Learning walks, leadership walkthroughs, data meetings and ongoing data based conversations around instructional strategies to on BISD Essential Standards will reflect student growth in mastery of Essentials Standards. SMART goals and learning stations will be based on Essential Standards and identified best instructional practices. <b>Staff Responsible for Monitoring:</b> Instructional Coaches, RTI Early Lit teacher, campus and district leadership	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Implement strong reading stations that support current learning and spiral through Essential Standard Learning, academic vocabulary review and writing <b>Strategy's Expected Result/Impact:</b> Spiral review will support learning/mastery of Essential Standards, focus on application of vocabulary and expand the claim, cite, cement model <b>Staff Responsible for Monitoring:</b> Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.










**Performance Objective 2:** Strategic Priority: BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.





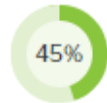





Aligned Performance Objective: Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading

**Evaluation Data Sources:** 2023 Accountability Data, MClass Data, System 44 data

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Focus next year's goals around dual language model, sheltered instruction strategies and bridging for students in bilingual and exception classes

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide support for classroom co-teach models specifically focused on small groups, stations, and parallel teaching <b>Strategy's Expected Result/Impact:</b> Growth in student learning for students being served in special education. Increase in staff efficacy for differentiated instructional strategies <b>Staff Responsible for Monitoring:</b> Administration, Special Education Team Lead/Guiding Coalition Lead	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement Simultaneous Word Study structures to support English language proficiency of Emergent Bilingual students <b>Strategy's Expected Result/Impact:</b> Increase in listening, speaking, reading, writing scores for emergent bilingual students on TELPAS assessment <b>Staff Responsible for Monitoring:</b> AP, Principal, Guiding Coalition	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement coordinated and proactive structures to address intervention and/or enrichment for all students <b>Strategy's Expected Result/Impact:</b> All students will be provided with appropriate support and intervention bringing growth in student learning and language acquisition <b>Staff Responsible for Monitoring:</b> Principal, AP, RTI teachers	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Train and support bilingual exception teachers to ensure best instructional practices are being utilized with language learners <b>Strategy's Expected Result/Impact:</b> Students in bilingual exception classes will grow at similar rates to their peers in bilingual and monolingual classes <b>Staff Responsible for Monitoring:</b> Principal, AP, district bilingual designee	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Implement technology to reinforce concepts learned in class and prepare students in 21st century learning <b>Strategy's Expected Result/Impact:</b> Stronger digital literacy skills for all students <b>Staff Responsible for Monitoring:</b> AP	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.










**Performance Objective 3:** Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.








Aligned Performance Objective: Increase training and coaching on implementing the teaching and learning strategies of academic conversations, explicit vocabulary instruction, and higher order thinking questions for all grades levels and content areas

**Evaluation Data Sources:** Training resources, observational data, T-TESS data

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue to set goals in differentiation and sheltered instructional strategies

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide training and ongoing support for the effective use of techniques that encourage critical thinking skills, differentiation, and scaffolded supports. <b>Strategy's Expected Result/Impact:</b> Higher levels of teacher efficacy leading to higher levels of student learning and greater sense of accomplishment <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Create a structure for cross-campus peer observation of Big 3 strategies <b>Strategy's Expected Result/Impact:</b> Learning walks and modeling will improve teacher effectiveness which will lead to higher levels of students learning <b>Staff Responsible for Monitoring:</b> Guiding Coalition, ICs	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Create a focused, year-long plan for implementation and monitoring of the Big 3 <b>Strategy's Expected Result/Impact:</b> Systematized professional development, coaching and growth for all levels of teachers and paraprofessionals <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Provide explicit training, coaching, and monitoring of bilingual exception teachers in sheltered instructional strategies that support the BIG 3 <b>Strategy's Expected Result/Impact:</b> Instructional Coaches, AP	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			



**Goal 3:** Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.










**Performance Objective 1:** Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.








Aligned Performance Objective: Student attendance will increase from 91.92% to 94%

**Evaluation Data Sources:** Skyward reports, PEIMS attendance reports

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue to plan for attendance and safety

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Create a written campus attendance action plan <b>Strategy's Expected Result/Impact:</b> Less chronic absence/truant students <b>Staff Responsible for Monitoring:</b> AP, Attendance Team	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Provide training to Campus staff on the district's procedures to address attendance requirements <b>Strategy's Expected Result/Impact:</b> Staff participation in attendance recovery process, partnership with parents, accountability for communication and reporting <b>Staff Responsible for Monitoring:</b> AP, Attendance Team	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement a written process for truancy prevention to monitor students with chronic absences or who are at high risk for not meeting attendance requirements <b>Strategy's Expected Result/Impact:</b> Lower truancy rates, provide recovery processes for missed instructional hours <b>Staff Responsible for Monitoring:</b> AP, Attendance Team	Formative		Summative
	Nov	Feb	Apr
			














Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Use the PBIS model to provide positive reward based incentives for all students that supports strong attendance <b>Strategy's Expected Result/Impact:</b> Students, classes, grade levels rewarded for strong attendance will increase student engagement and campus attendance <b>Staff Responsible for Monitoring:</b> AP, Attendance Team	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 2:** Strategic Priority: BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

Aligned Performance Objective: Survey data will show increased positive perceptions of physical and psychological safety at schools

**Evaluation Data Sources:** Panorama SEL student surveys administered two times per year (school safety measure), parent and campus input surveys

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide safety drill training and debrief for staff and students throughout the year <b>Strategy's Expected Result/Impact:</b> Increased staff emergency preparation and students feeling more safe in the learning environment and ensure the campus is consistently safe <b>Staff Responsible for Monitoring:</b> AP, Counselor, Safety Team	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Improve facility infrastructure to positively impact campus safety <b>Strategy's Expected Result/Impact:</b> Safety features will be added and monitored, repairs made to ensure campus safety <b>Staff Responsible for Monitoring:</b> Principal, BISD police chief or designee	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Student survey data will be analyzed two times per year to produce school-wide action steps to address school safety <b>Strategy's Expected Result/Impact:</b> Data will show an increase in student perception of safety on campus <b>Staff Responsible for Monitoring:</b> MTSS Coach, Counselor, CIS	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.










**Performance Objective 3:** Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.











Aligned Performance Objective: Retain 85% of teachers.

**Evaluation Data Sources:** Staff retention data reports, Leadership Meeting agendas, TTESS data, Panorama staff input survey

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** With new school curriculum next year, we will need to continue with goals along these lines

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Develop normed tools and processes to conduct observations, capture trends, and track progress over time. <b>Strategy's Expected Result/Impact:</b> Walkthrough data and campus surveys will indicate higher levels of targeted supports to identified needs <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Provide ongoing support for teacher leaders in adult facilitation and team dynamics <b>Strategy's Expected Result/Impact:</b> CCE will implement PD plans that develop capacity in team leadership and adult learning <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice. <b>Strategy's Expected Result/Impact:</b> Campus instructional goal monitoring, TTESS observations, student data review will reflect growth in efficacy for teachers and leaders <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details		Reviews		
<b>Strategy 4:</b> Create a positive, welcoming, supportive campus culture through team building, staff appreciation, mentoring, modeling, new teacher meetings and other intentional staff connection and support activities. <b>Strategy's Expected Result/Impact:</b> New staff will have additional systems of support, decreasing turnover. Stronger experienced teachers will build leadership capacity. Environment will be seen as positive as evidenced by Panorama surveys and monthly surveys. <b>Staff Responsible for Monitoring:</b> Principal, APs		Formative		Summative
		Nov	Feb	Apr
				
Strategy 5 Details		Reviews		
<b>Strategy 5:</b> Build a consistent communication process with Human Resources and the Curriculum and Instruction Department to address staffing needs related to increased enrollment. <b>Strategy's Expected Result/Impact:</b> As applicable, additional staff will be hired to reduce class sizes. <b>Staff Responsible for Monitoring:</b> Principal  <b>Funding Sources:</b> Kindergarten Teacher - 270 - Title V, Part B		Formative		Summative
		Nov	Feb	Apr
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4: Collaborative Partnerships:** We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.










**Performance Objective 1:** Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.











Aligned Performance Objective: Survey data will show increased positive perceptions of parent and community engagement opportunities

**Evaluation Data Sources:** Stakeholder surveys, staff/family newsletters, agendas, meeting notes, sign-in sheets

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** Continue to focus on family engagement next year even though we exceeded our objectives

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Integrate multiple communication strategies with families into teacher roles and responsibilities <b>Strategy's Expected Result/Impact:</b> Consistent communication between teachers and families <b>Staff Responsible for Monitoring:</b> Principal, APs	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Collaborate with campus PTA to provide support and increase parent engagement efforts <b>Strategy's Expected Result/Impact:</b> Increased PTA involvement and events <b>Staff Responsible for Monitoring:</b> Principal, Parent Liaison	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Provide capacity-building events for parents and families on critical aspects of student learning <b>Strategy's Expected Result/Impact:</b> Attendance in events will increase and parents will be supported in utilizing tools to help students learn at home <b>Staff Responsible for Monitoring:</b> Principal, Parent Liaison	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Schedule monthly Principal Chat meetings, at various dates and times <b>Strategy's Expected Result/Impact:</b> Monthly meetings will be held to support the needs of the campus and stakeholders <b>Staff Responsible for Monitoring:</b> Principal, Parent Liaison	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Create a parent based team, led by a campus Parent Liaison, to support language learners in a safe and nurturing environment <b>Strategy's Expected Result/Impact:</b> Increased parent involvement in CCEs systems and events, supporting language learners and making connections between campus and bilingual families <b>Staff Responsible for Monitoring:</b> Principal, Parent Liaison  <b>Funding Sources:</b> - 211 - Title I, Part A, Parent Liaison - 270 - Title V, Part B	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4: Collaborative Partnerships:** We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.







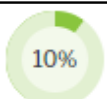
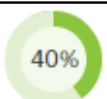





**Performance Objective 2:** Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Aligned Performance Objective: Increase in business and community member participation in campus committees and events

**Evaluation Data Sources:** Event listings, staff/family newsletters, agendas, meeting notes, sign-in sheets

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue with community engagement and volunteer protocols, especially with number of families leaving CCE to go to new campus

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Engage community and business partners in meaningful opportunities to participate <b>Strategy's Expected Result/Impact:</b> Greater participation in events and units of study <b>Staff Responsible for Monitoring:</b> Counselor	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Establish an inclusive campus welcoming system that engages all visitors <b>Strategy's Expected Result/Impact:</b> Increase in volunteers and stakeholder satisfaction <b>Staff Responsible for Monitoring:</b> Principal, Parent Liaison	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Create a written process for utilizing volunteers <b>Strategy's Expected Result/Impact:</b> Volunteers recruited and supporting staff and student learning in a variety of areas on campus. Added classroom support. <b>Staff Responsible for Monitoring:</b> Principal, Parent Liaison	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



# State Compensatory

## Budget for Cedar Creek Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 7

Brief Description of SCE Services and/or Programs

## Personnel for Cedar Creek Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
A. Galvan	Intervention	1
A. Vasquez	RtI Paraprofessional	1
B. Riefel	Intervention	1
J. Hernandez	RtI Paraprofessional	1
K. Nunez	RtI Paraprofessional	1
L. Reyes	RtI Paraprofessional	1
N. Potts	RtI Paraprofessional	0.5
R. Yanez	Intervention Paraprofessional	0.5

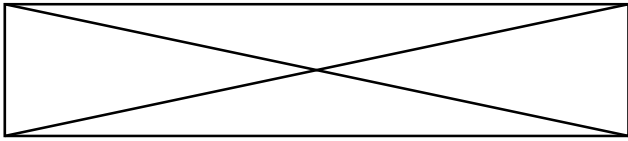
# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
C. Beckwith	Instructional Coach	Curriculum and Instruction	1.0
N. Flores	Rti Paraprofessional	Response to Intervention	1.0

# Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5			\$0.00
Sub-Total					\$0.00
270 - Title V, Part B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	5	Kindergarten Teacher		\$0.00
4	1	5	Parent Liaison		\$0.00
Sub-Total					\$0.00

# Addendums



## Cedar Creek Elementary – Parent and Family Engagement Policy

Parents and staff at Cedar Creek Elementary have developed and agreed on the following Parent and Family Engagement Policy. The policy will be sent home with the last report card of the year and at the beginning of the school year at parent/teacher conferences.

In order to build a dynamic home-school partnership we will provide the following:

- An annual meeting where parents will learn about the requirements of the school's Title I program and given an opportunity to become involved with their child's education.
- Parent meetings and conferences held during the first semester at different times during the day to accommodate the needs of parents.
- A description and explanation of the curriculum used, the forms of academic assessments used to measure student progress and proficiency levels students are expected to meet will be provided to parents through conferences, meetings, and newsletters.
- A school-parent compact designed by parents and school staff that outlines how parents, staff, and the students will share the responsibility for improvement in student academic achievement.
- Information relating to school and parent programs, meetings, and other activities will be sent to parents in a timely manner.
- Materials and specific trainings, such as make-n-takes, to help parents work with their children to improve achievement.

Parents and community members are always welcome at our school. By making suggestions to improve our school and by working together we can make all the students at Cedar Creek Elementary successful learners.

Cedar Creek Primaria- Póliza de participación de los padres y la familia  
2022-2023

Los padres y el personal de la Primaria de Cedar Creek han desarrollado y acordado la siguiente Póliza de participación de los padres y la familia. La póliza se enviará a casa con el último boletín de calificaciones del año y al comienzo del año escolar en las conferencias de padres / maestros.

Para construir una asociación dinámica entre el hogar y la escuela, proporcionaremos lo siguiente:

- Una reunión anual donde los padres aprenderán sobre los requisitos del programa Título I de la escuela y tendrán la oportunidad de participar en la educación de sus hijos.
- Reuniones de padres y conferencias celebradas durante el primer semestre en diferentes momentos durante el día para acomodar las necesidades de los padres.
- A través de conferencias, reuniones y boletines informativos, se proporcionará a los padres una descripción y explicación del plan de estudios utilizado, las formas de evaluaciones académicas utilizadas para medir el progreso del estudiante y los niveles de competencia que se espera que los estudiantes cumplan.
- Un pacto entre la escuela y los padres diseñado por los padres y el personal de la escuela que describe cómo los padres, el personal y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes.
- La información relacionada con la escuela y los programas para padres, reuniones y otras actividades se enviará a los padres de manera oportuna.
- Materiales y entrenamientos específicos, como hacer y tomar, para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento.

Los padres y los miembros de la comunidad siempre son bienvenidos en nuestra escuela. Al hacer sugerencias para mejorar nuestra escuela y al trabajar juntos, podemos hacer que todos los estudiantes de la Escuela Primaria Cedar Creek sean estudiantes exitosos.

# Cedar Creek Elementary

## School-Parent-Student Compact 2022-2023

### School Responsibilities

As a professional learning community, Cedar Creek Elementary will:

Effectively communicate our Mission and Vision to students, parents and other members of the community.

Consistently provide high-quality, diverse, balanced, and vertically aligned curriculum and instruction to support student learning through onsite and virtual platforms.

Effectively communicate with parents regarding instruction and assessment at the campus, district, and state levels.

Develop and host students with a safe, structured, respectful, and nurturing environment that is conducive to learning both in the onsite and virtual classroom.

Provide parents with reasonable access to staff along with holding parent conferences to discuss progress, achievement, and collaborating with families to support students.

Provide parent involvement opportunities as described in the district and campus Parental Involvement Policy and provide families and other stakeholders with opportunities to access community resources.

### Parent/Guardian Responsibilities

We, as parents/guardians, will support our children's learning in the following ways:

Ensure your child is at school every day. Be on time and do not check your child out early unless it's absolutely necessary. Please make this a priority!

Communicate with your child's teacher! Mandatory parent conferences will take place in October. You are encouraged to communicate with your child's teacher on a regular basis. Ask questions, be curious, and wonder! You are your child's first teacher and most important advocate! Every day, ask your child, "What did you learn today?"

Check your child's Take home folder daily! Sign the daily reading and behavior log.

Read and respond to all school communication.

Provide homework support to include a solid 10 minutes of reading nightly.

Ensure the campus has the most current contact information including home and mobile numbers along with emergency contacts.

## Student Responsibilities

As a student, I will do my personal best to:

Follow CCE Eagles Expectations: **BE SAFE, BE RESPECTFUL, BE RESPONSIBLE, BE KIND**

Come to school each day ready to learn.

Come to school each day with my needed materials including my reading books and daily folder.

Give my parent/guardian any notes or information from my school at the end of each day and communicate about my learning.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_



# Cedar Creek Elementary

## Acuerdo escuela-padres-estudiantes 2022-2023

### Responsabilidades de la escuela

Como comunidad de aprendizaje profesional, Cedar Creek Elementary:

Comunicar de manera efectiva nuestra Misión y Visión a los estudiantes, padres y otros miembros de la comunidad.

Proporcionar de manera constante un plan de estudios e instrucción de alta calidad, diversos, equilibrados y alineados verticalmente para apoyar el aprendizaje de los estudiantes a través de plataformas virtuales y en el sitio.

Comunicarse eficazmente con los padres con respecto a la instrucción y la evaluación en el campus, el distrito y los niveles estatales.

Desarrolle y reciba a los estudiantes en un entorno seguro, estructurado, respetuoso y enriquecedor que propicie el aprendizaje tanto en el aula presencial como virtual.

Proporcionar a los padres un acceso razonable al personal junto con la celebración de conferencias con los padres para discutir el progreso, los logros y la colaboración con las familias para apoyar a los estudiantes.

Brindar oportunidades de participación de los padres como se describe en la Política de Participación de los Padres del distrito y el campus y brindar a las familias y otras partes interesadas oportunidades para acceder a los recursos comunitarios.

### Responsabilidades de los padres / tutores

Nosotros, como padres / tutores, apoyaremos el aprendizaje de nuestros hijos de las siguientes maneras:

Asegúrese de que su hijo esté en la escuela todos los días. Llegue a tiempo y no saque a su hijo temprano a menos que sea absolutamente necesario. ¡Haga de esto una prioridad!

¡Comuníquese con el maestro de su hijo! Las conferencias de padres obligatorias se llevarán a cabo en octubre. Se le anima a comunicarse con el maestro de su hijo de forma regular. ¡Haz preguntas, sé curioso y pregúntate! ¡Usted es el primer maestro de su hijo y el defensor más importante! Todos los días, pregúntele a su hijo: "¿Qué aprendiste hoy?"

¡Revise la carpeta para llevar a casa de su hijo Diariamente! Firme el registro diario de lectura y comportamiento.

Lea y responda a todas las comunicaciones de la escuela. La comunicación escolar se envía a casa todos los jueves en la carpeta para llevar a casa de su hijo.

Proporcione apoyo con las tareas para incluir 10 minutos sólidos de lectura todas las noches.

Asegúrese de que el campus tenga la información de contacto más actualizada, incluidos los números de teléfono y de casa, junto con los contactos de emergencia.

## Responsabilidades del estudiante

Como estudiante, haré mi mejor esfuerzo personal para:

### En el sitio

Siga las expectativas de CCE Eagles: **SEA SEGURO, SEA RESPETUOSO, SEA RESPONSABLE, SEA AMABLE**

Ven a la escuela todos los días listo para aprender.

Venir a la escuela todos los días con mis materiales necesarios, incluidos mis libros de lectura y mi carpeta diaria.

Dar a mis padres / tutores cualquier nota o información de mi escuela al final de cada día y comunicarles sobre mi aprendizaje.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

CCE: Soaring to Success

11/17/22

Site Based Decision Making Team Agenda

1. Welcome and introductions (5 minutes)
2. Overview of Campus Improvement Plans and Comprehensive Needs Assessment (30 minutes)
3. Process description (40 minutes)
  - a. Rotate tables and review goals with leaders
  - b. Provide input on strengths and areas for improvement
  - c. Review level of implementation (0-100%)
  - d. One team member at each table records input
4. Discuss next steps and next meeting date (10 minutes)
  - a. Check ins on progress
  - b. April 6, 2022 3:45 in Library

Thank you for coming!

CCE: Soaring to Success  
11/17/22  
Site Based Decision Making Team Agenda

Welcome and introductions (5 minutes)

Overview of Campus Improvement Plans and Comprehensive Needs Assessment

Reviewed campus reading data, campus reading goals

Formative review:

1. Reviewed CIP and sought input: Current demographic and needs assessment then identified goals, performance objectives, strategies

Goal 1. PO3, S 3

PLC spends a lot of time on deconstructing TEKS and needs less time there and more on other areas. Newer teams take longer to plan. Meetings running consistently and very important. Planning days added have been very important for teams to implement and plan.

S 5 Implementing Marzano's 6 steps in vocabulary to support all learners, especially EBs.

S6 BIG 3 is being taught and monitored in all classrooms

Goal 2 PO 1 S1

Add Pre-K to the grade levels as they also teach phonics

S2 Add Pre-K, change transferring to connecting and add phonemic awareness as it is not just phonics. Add word study here. This is being done with fidelity in classrooms. Monitoring for capacity building in staff and looking at student data to plan for next steps.

S4 Intervention is being done by teachers sharing students for math and ELAR, RTI pulling groups based on data and using Amplify, Istation to support.

PO2 S2

Change from Word Study to Summit K-12. Can we add Summit K-12 to first grade and all students?

Goal 4 PO 1 S 1

Communication for parents is good. Phone blasts are very helpful.

Consider adding later times for PTA to meet and link to fun activity for more parent engagement. Request BISSD police to monitor arrival and departure as this time is difficult with the amount of parents dropping off and not allowing walk ups after school.

S 4 Coffee with the principal is timely and provides good information. Sharing data and campus goals as well as educating parents on a variety of areas is helpful.

Discuss next steps and next meeting date (10 minutes)

- a. Check ins on progress
- b. April 6, 2022 3:45 in Library
  - i. Team planned for a February meeting to review
  - ii. Create a sub committee for our EB students

Thank you for coming!

# 2022-2023 Campus Site-Based Committee

Meeting Date: November 17, 2022

3:45 P.M.

CCE

Committee Role	Name	Position	Signature
Parent	Brooke Brooke Samaniego	parent	Brooke Samaniego
Administrator	Kelli Ruby		
Administrator	Amanda Epsztein	Admin	AE
Classroom Teacher	Julie Burns	Kinder	Julie Burns
Classroom Teacher	Valerie Haywood		
Classroom Teacher	Rene Salazar	3rd 1st	RS
Classroom Teacher	Sierra Herrera	Pre-K	SH
Classroom Teacher	Kala Medack		
Paraprofessional	Leticia Reyes	RAI Para	Leticia Reyes
Classroom Teacher	Joanne Brown		
Community Representative	Alicia Garza	CS	AG
District-level Professional	Patricia Flores	Director	Patricia Flores

Kimberly Groves  
Bailey Brumitt  
Sonetria Gaston

3rd Grade teacher  
SW Intern  
counselor

Kim Groves  
1  
SD

## MTSS Committee Agenda 2/28/23

- Ice Breaker
- Norms
- Purpose
- Attendance Data
- Discipline Data
- Brag Board Data
- SEL Fidelity Data
- SW Brag Board Incentive Voting
- CIP goal review
- International SEL Day
- Review of Expectations After Spring Break
- Comments, Questions, Concerns

## PTA Committee

Date: 2/28/23

Upcoming Meetings:

- March 21 @ 3:45
- April 25 @ 3:45

Attendees:

Follow-Up From Last Meeting:



### Norms

- Be respectful to each other
- Be professional

### PTA Framework

- President: Danilu Rodriguez , Secretary: Brooke Samaniego , Treasurer: Amber Greenwalt
  - FYI: Board Meetings
    - February 22 @ 12:30
    - March 8@ 12:30
    - April 12 @ 12:30
    - May 10 @ 12:30
- CIP Review
  - [Goal 4, PO 1, Strategy 1-3: Parent/Family Engagement](#)
  - 
  -
- Events
  - Family Movie Night
    - March 24 from 6-7:30 in Cafe (staff attendance optional)
    - Concessions
    - Sell t-shirts, yearbooks
    - Movie choice:
    - Who does what: Marney oversee volunteers, technology for movie set up
  - Almost There Fair
    - April 28- 4:30-7:30
    - Snack Bar
    - Donations for Auction
    - [Raffle Baskets](#)

- Games and stations
- Community involvement
- Sign up sheet for volunteering

- Teacher/Staff Appreciation Week ideas
- Parent volunteers in classrooms
  - On campus help

### Action Steps

Date: 12/2/22

- [Weekly Checklist](#)

Attendees: Paniqgua, Ruby

Follow-Up From Last Meeting:

☐



**Check-in:**

- **Celebrations**

Checklist looks good!!

**Action Steps**

- ☐ Check the list of students not assessed in the ECDS Kinder Report: for correct bday, entry date and whether they are withdrawn. Make a list of those not withdrawn and give to Kelli
- ☐ Print a list of all 4th grade students enrolled since BOY, give to Kelli
- ☐ Complete the Fall Peims verification by 12/14

## CIP PROCESS

Here are the CIP assignments for you to review in your area and with your teams.

- By the end of February, we should have our next review
- Goal 1 PO 3, S 4 has changed from contracting with outside agencies to supporting vocabulary instruction on campus
- Goal 1 PO 3 S 5 has changed from creating a parent action team to a parent bilingual support team (which we are doing with Parenting Partnerships)

Please do the following:

1. Review each goal area
2. Determine which goals you will present to your team to provide input on (choose no more than 4-5
  - a. Those that are left are for you to focus on
3. Complete the February review by adding the percentage completion (remember it doesn't have to be 100%)
  - a. Add comments for specific information pertinent to growth or no growth for this period
  - b. You do not have to comment on each area
  - c. You must comment if there is no growth or decline
4. Please complete by February 28
5. **Last review will be over the same areas. Committee Meetings are April 25 and all items need to be in by April 28**

Name	Severns	Haston	Eps	Dr Judy	ICs	Ruby
Goal 1 PO 1	Strategy: 1,2,3					
Goal 1 PO 2	Strategy: 1 4 (w/ Riefel) 5 (w/ Dr. Judy/Hast on)	Strategy: 5 (w/Severn s, Dr Judy)	Strategy: 2,3,4	Strategy: 5 (w/Severn s, Haston)		
Goal 1 PO 3					Strategy: 2,3	Strategy: 1, 4,5,6
Goal 2 PO 1					Strategy: 1,2,3,4,5 (w/ Ruby)	Strategy: 1,2,3,4,5 (w/ ICs)
Goal 2 PO 2			Strategy: 1,3,5	Strategy: 2, 4		
Goal 2 PO 3					Strategy: 1,2	Strategy: 3,4

# CIP PROCESS

<b>Goal 3 PO 1</b>	<b>Strategy: 3 (w/ Eps) 4</b>		<b>Strategy: 1,2 3 w/ Severns</b>			
<b>Goal 3 PO 2</b>	<b>Strategy: 3</b>	<b>Strategy: 1 (w/ Dr. Judy)</b>		<b>Strategy: 1 (w/ Haston)</b>		<b>Strategy: 2</b>
<b>Goal 3 PO 3</b>						<b>Strategy: 1,2, 3,4</b>
<b>Goal 4 PO 1</b>						<b>Strategy: 1,2,3,4</b>
<b>Goal 4 PO 2</b>		<b>Strategy 1</b>				<b>Strategy: 2,3</b>

# Cedar Creek Elementary School Safety Committee Agenda

2/28/23 in the Library

## Reviewing the Campus Improvement Plan

### 1. Norms:

- a. On time within reason
- b. Open minded and solution oriented
- c. Stay on task

### 2. Review Severe Weather Drill Map

<https://docs.google.com/presentation/d/1-b1X6UtGR6PXKh700Dnrv6fgiyCNZ6WhDrdZEJyiN00/edit?usp=sharing>

- a. Thank you Ms. Crispen for all of your work on this map.
- b. Next severe weather drill to be rescheduled (Originally March 1st).

### 3. Debrief [Fire/Evacuation Drill](#)

### 4. Debrief HOLD today

- a. **No student should allow an adult access to the school.**
- b. Some teachers moved from the portables to the building during the HOLD.

### 5. Reviewing the Campus Improvement Plan

[https://docs.google.com/document/d/1W-yG\\_cKDW5pA1R2z94yTRkea61cYPniZyvHSicY-F5c/edit?usp=sharing](https://docs.google.com/document/d/1W-yG_cKDW5pA1R2z94yTRkea61cYPniZyvHSicY-F5c/edit?usp=sharing)

- a. Goal 3, PO2, Strategy 1: Provide safety drill training and debrief for staff and students throughout the year. (p.15)

### 6. Update [EOP](#)

### 7. Campus Behavior Threat Assessment Team

- a. Required Members: Administrator, Counselor, Social Worker, Police Officer  
Additional Members:
- b. Emergency response team?
- c. Policy on social media?

## Cedar Creek Elementary School Safety Committee Agenda

1/24/23 in the Library

### 3. Norms:

- a. On time within reason
- b. Open minded and solution oriented
- c. Stay on task

### 4. [Review Severe Weather Drill Map](#)

- a. Look at changes in student flow.
- b. What changes do you recommend?
  - i. Move Frank to adult bathroom in 200 hallway, Medack and Yungmann go to hallway by library, Yanez will push into middle room in the library,
- c. What have we missed?
  - i. Add students to Hallamek's room
  - ii. Where will Music students go when the rest filter in

### 3. Review [Fire/Evacuation Drill](#) for February 23rd @ 1:45.

#### a. Feedback on Evacuation Drill

- 1. Hallway helpers with walkies will release the FIRST WAVE of classes into the building(last out first into the building).
- 2. Then the SECOND WAVE will be portable classrooms.
- 3. Amanda and Beth will let the Both Eagle Nests know when to go back into their portable.

### 4 Update on plans for a Lockdown when students are in the cafeteria and playground

- a. Maps in development for cafeteria and playground
- b. We would like two volunteers to help with the procedures for these additional Lockdown sites. - mini committee: Szliagyi, Haston, Chrispen, Medack and

Thomas

### 5. [Start updating the EOP](#)

### 6. Campus Behavior Threat Assessment Team

Required Members: Administrator, Counselor, Social Worker, Police Officer

Additional Members:

Complaint:

Back (daycare) parking lot - teachers are parking in the early childhood spaces

Cedar Creek Elementary School  
Safety Committee Agenda  
12/6/22 in the Library

5. Norms:
  - a. On time within reason
  - b. Open minded and solution oriented
  - c. Stay on task
6. [Review Severe Weather Drill Map](#)
  - d. Look at changes in student flow.
  - e. What changes do you recommend?
  - f. What have we missed?
3. Debrief the Lockdown Drill (11/29)
  - a. Feedback from the team.
  - b. Cafeteria grade level lockdown practice during the week of December 12-16.
4. Remind your teams to update class rosters as well as the ones for the Specials Teachers.
5. Updated Drill Schedule
  - a. Review the Shelter drill(Hazmat) and Fire/Evacuation drill procedures. Drill will be conducted on December 9th at 8:30am.
  - b. [Start updating the EOP](#)

QUESTIONS/CONCERNS:

- Why is the SPED table in the middle of the 3rd grade hallway? Is that a safety hazard?
- \*\*Make sure people have access to the Safety drill schedule on the master schedule
- Make a note: People in the cafeteria during a fire drill/emergency, take them to the parking lot NOT the playground

Lockdown Drill The drill went smoothly and finished quickly.

- What about students in the cafeteria?
- What about students in the hallway or bathroom--and they are trying to come back to the room? Do we open our classroom doors?
- What about students on the playground? Discern where the threat is coming from.
- Lockdown building checkers

11/8/22 Safety Committee Agenda

7. Norms:

- a. On time within reason
- b. Open minded and solution oriented
- c. Stay on task

8. Review Severe Weather Drill

- a. The Computer Lab Door must be left open so classrooms can get in; let Ms. Basquez know.
- b. What do we do with the Specials classes during a severe weather drill ex: where does ARt, PE, etc.. go?
  - i. Gym students stay in gym
  - ii. Music stays in there
  - iii. Computer can stay on inside si
  - iv. P17, P18, P15, P16
- c. Update and reprint severe weather map

3. Campus Improvement Plan-Provide Safety Drill training and debrief for staff and students throughout the year.

- a. What are we doing to train our students and staff?
- b. Teachers should use explicit instructions with their students about different drills
- c. Teachers should report feedback from students to the safety committee members.

4. Remind your teams to update class rosters as well as the ones for the Specials Teachers.

5. Updated Drill Schedule

- c. Secure Lockdown on Nov. 9th is moved to Nov. 29th at 1:45.
- d. Review Secure Lockdown procedures on the Nov. 15th at staff mtg.
- e. December's Drills are scheduled for December 9th and the Shelter drill(Hazmat) will be combined with the Fire/Evacuation drill at 8:30.

6. Start updating the EOP

QUESTIONS/CONCERNS:

- Why is the SPED table in the middle of the 3rd grade hallway? Is that a safety hazard?
- \*\*Make sure people have access to the Safety drill schedule on the master schedule
- Make a note: People in the cafeteria during a fire drill/emergency, take them to the parking lot NOT the playground

9/20/22

9. Norms:
  - a. On time within reason
  - b. Open minded and solution oriented
  - c. Stay on task
10. Review [Safety Drill Checklist](#)
11. Review what to do in each drill
12. Predetermine spots for specials' teachers
  - a. Specials teachers line up students by homeroom teacher
13. Go Bags(Hats), Rosters, Contact Information, something to entertain students, Red & Green Cards
  - a. Rosters and contact information needs to be updated in To go bags
14. Mock Reunification Drill
15. Mock Drills: power outage, toilets go out, gas leak, flood
16. Combine Drills EX: Lockdown and a Evacuation Drill
17. Conversations with students about drills
  - a. Avoid fear
  - b. If there was an emergency when we are \_\_\_\_\_, where would we go? What would we do ect.
  - c.
18. EOP plan we will work on

#### **Fire drill feedback**

- Reminder to go to nearest doors
- Voice level 0 for students
- Take a drill seriously
- Where do we go when we go out the front?
- Doors that close - go over with students
  - Where to go if you are in the cafeteria? → first middle row out front

#### **Members to do: Check with team members**

- Access to share 911 on computer and on your phone
- Rosters and split list (for specials) needs to be given to ALL specials teachers
- Rosters and contact information needs to be updated in to go bags when students are added
- Medack will update buddy list → Check your buddy teacher
- Add buddy list to sub teacher binder



**Campus Needs Assessment (CNA) Agenda & Sign-In**

Campus:

CCE

Date: 3/6/23

**Sign-In Sheet**

Role	Print name	Signature

*Add rows as necessary***Agenda w/Notes:**

1. Celebrations
2. PLAN 4 Learning Process Review
  - a. Formative review concluded Feb. 28
3. CIP Goal 1, PO 2 Strategy 1 (15 minutes)

Things that went down:

- Student's feeling they can change being talented
- Student's feeling they can change how easily they give up

What tools do we use? What do we need to do to change the response? How can we support this at home?

- Severns: have teachers send home the extra tools from the newsletter
- Severns: Growth Mindset
  - Incorporating ways to make this grade-level based
- Foster this mindset: think about how and what you say to your students; goal setting (look at what you are doing well)

Include a link in the parent newsletter

Ask parents to send home this link in their weekly message

Goal Setting

Announcements - making this more prominent

Eps and CIS Communicating: STAAR Parent Night: Adding mental health/ cool down items to that night

**4. CIP Goal 1, PO 3, Strategy 6 (15 minutes)**

Students are showing growth, but they are not meeting the growth goal (they are growing but they aren't keeping pace)

Input:

- Building the love of reading: do students have enough time to read things they enjoy at home?
- Reading at Home Incentives: tracking and then rewarding for students that are reading at home
  - BookIt - earning a pizza???; some other incentive tools that are fun
  - Reach out to Literacy Committee and see what we can do: HASTON EMAILING LAURENT

Homework Help: student's aren't doing it and parents can't help. How do we support this?

**5. CIP Goal 2, PO 1, Strategy 1 (15 minutes)**

What can we do now to support the exception teachers and students?

What challenges do exceptional teachers face?

- Getting to see and experience what a lesson would look like using bilingual resources
- Getting time to implement
  - Time to incorporate this in lesson during PLC of what cognates to use and how

Sheltered Instruction and Vocab instruction from someone else to aid the teachers

**6. CIP Goal 3, PO3, Strategy 4 (15 minutes)**

We are at 92.42% out of 94%

Is there anything else that we can do?

Communicate that attendance is super important, they need to be here everyday

- Events or something before breaks to boost attendance before breaks?
- Holding Pre-K students accountable for their attendance: implementing saturday school or other things
  - Pre-K and Kinder attendance incentives??
  - "Capture the Flag" with attendance: keep the flag with high attendance
- Encouraging parents to feel more welcome and wanting to have their students involved
- Inform the parents that there are things they are earning, but they have to be at school

**7. Next Meeting: April 6**

# Campus Needs Assessment (CNA) Agenda & Sign-In

Campus:

CCE

Date: 3/6/23

## Sign-In Sheet

Role	Print name	Signature
Teacher	Valene Haywood	Valene Haywood
Teacher	Joanne Brown	Joanne Brown
Teacher	Julie Burns	Julie Burns
Teacher	Sierra Herrera	Sierra Herrera
Parent	Brooke Samaniego	Brooke Samaniego
MSS Coach	Marilyn Severns	M. Severns
Counselor	Sonetriya Haston	Sonetriya Haston
CIS PM	Alicia Garza	Alicia Garza
1st Bil	Rene Salazar	Rene Salazar
AP	Amanda Epstein	Amanda Epstein
Principal	Kelli Ruby	Kelli Ruby

Add rows as necessary

## Agenda w/Notes:











1. Celebrations
2. PLAN 4 Learning Process Review
  - a. Formative review concluded Feb. 28
3. CIP Goal 1, PO 2 Strategy 1 (15 minutes)
4. CIP Goal 1, PO 3, Strategy 6 (15 minutes)
5. CIP Goal 2, PO 1, Strategy 1 (15 minutes)
6. CIP Goal 3, PO3, Strategy 4 (15 minutes)
7. Next Meeting: April 6

**Campus Needs Assessment (CNA) Sign-In, Agenda with Notes**  
Meeting 3 w/Site-Based Committee

Campus: Cedar Creek Elementary School

Date: April 6, 2023

**Sign-In Sheet**

Print Name	Signature	Role
Tianne Brown		Sped Teacher
Janetia Hoston		Counselor
Julie Burns		Kindergarten
Siena Herrera		Pre-K
Crystal LaFont		IC
Kimberly Caroves		3rd Grade
Brooke Sammons		Parent
Leticia Reyes		RTT
Ely Martinez		12/20/21
Irish Flores		Director, MT Programs

ADD ROWS AS NECESSARY

**Agenda**

**Team Lead Meeting**  
Date: 4/5/2023

Slideshow for meeting- to be added soon

[SBDMT Sign in Sheet and Agenda Link](#)

**Attendees:**

**Agenda:**

1. Purpose of Meeting
2. Review of Comprehensive Needs Assessment Process
  - a. What it does
  - b. What is reviewed
  - c. How it is used
3. Review of data based stations
  - a. Overview of each of the eight areas
4. Process for reviewing data
  - a. Three rotations, twenty minutes each
  - b. Leaders will review data, walk team through highlighting strengths, and identifying potential problems that could be addressed next year
5. Stations
6. Wrap up as team and next steps

**Agenda:**

1. Propósito de la reunión
2. Revisión del Proceso de Evaluación Integral de Necesidades
  - a. Que hace
  - b. lo que se revisa
  - c. como se usa
3. Revisión de estaciones basadas en datos
  - a. Resumen de cada una de las ocho áreas
4. Proceso de revisión de datos
  - a. Tres rotaciones de veinte minutos cada una
  - b. Los líderes revisarán los datos, guiarán al equipo para resaltar las fortalezas e identificarán los posibles problemas que podrían abordarse el próximo año.
5. Estaciones
6. Terminar como equipo y próximos pasos

## **Stations**

### ***Rotation 1:***

- *Demographics*
- *Student Achievement*

### ***Rotation 2:***

- *Parent and Community Engagement*
- *Technology*
- *Curriculum, Assessment and Instruction*

### ***Rotation 3:***

- *School Culture and Climate*
- *Staff Retention, Quality, Recruitment*
- *School Context and Organization*

## **Estaciones**

### ***Rotación 1:***

*Demografía*

*Logro estudiantil*

### ***Rotación 2:***

*Participación de los padres y la comunidad*

*Tecnología*

*Currículo, Evaluación e Instrucción*

### ***Rotación 3:***

*Cultura y clima escolar*

*Retención de Personal, Calidad, Reclutamiento*

*Contexto Escolar y Organización*

# Site Based Decision Making Team Rotation Schedule 22-23

Rotation 1	Demographics Ruby and Dr. Judy  Samaniego Salazar Brown Herrera Groves	Student Achievement Laurent  Flores Haywood Medack Yanez Reyes	
Rotation 2	Parent and Community Engagement Ruby and Mamey  Samaniego Reyes Yanez	Technology Epsztain  Groves Brown Haywood Medack	Curriculum, Instruction, and Accountability Laurent  Flores Salazar Herrera
Rotation 3	School Context and Organization Epsztain, Dr. Judy  Samaniego Groves Haywood Medack	Staff Quality, Retention and Recruitment Ruby  Brown Salazar Flores	School Culture and Climate Haslon  Reyes Yanez Herrera





**Bastrop Independent School District**  
**Cedar Creek High**  
**2022-2023 Campus Improvement Plan**

**Accountability Rating: C**



# Mission Statement

Our mission at Cedar Creek High School is to inspire and motivate a community of empowered learners through collaboration and technological integration fostering respect, teaching and learning, and high expectations for all.

## Vision

Our vision is empowering global and life-long learners to soar now and into the future.

## Core Beliefs

At Cedar Creek High School we believe all students can take what they learn and be able to apply it in their next stage of life.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Cedar Creek High School serves 1,669 students and has 104 teachers with a total staff totaling 134 members.

Cedar Creek High School is a steadily growing campus that has experienced tremendous growth. CCHS serves the communities of Cedar Creek, Red Rock, Rockne and others in between.

### Student Enrollment

2018-2019	1702
2019-2020	1669
2020-2021	1743
2021-2022	1899

### Enrollment by Ethnicity

2021-2022		
Ethnicity	#	%
Amer. Indian	3	0.16%
Asian	3	0.16%
Black/African American	43	2.28%
Hispanic/Latino	1,540	81.52%
White	264	13.98%
Hawaiian/Pac. Islander	1	0.05%
Two or More	35	1.85%

### Enrollment by Grade

Grade	#	%
9th	619	32.77%
10th	516	27.32%
11th	411	21.76%
12th	343	18.16%

### Student Indicators

	#	%
At-Risk	1,412	74.75%
Eco Dis	1,208	63.95%
SpEd	211	11.17%
Emergent Bilingual	666	35.26%
Immigrant	30	1.59%

Our increasing number of student identified as At-Risk has shown a need for additional counseling and social owkr staff, along with an assistant principal.

### Demographics Strengths

1. CCHS has a growing population of Emergent Bilingual students.
2. Our mobility rate is lower than the state average.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Our total student population is growing each year, causing class sizes that are higher than the state average. **Root Cause:** The Cedar Creek area is experiencing a tremendous amount of growth in population due to the proximity to Austin.

# Student Achievement

## Student Achievement Summary

Districts in the state of Texas must meet certain target scores in each domain related to state accountability. Below are the historical scores for CCHS:

### STAAR EOC Academic Performance for CEDAR CREEK H S

	2018 - 2019	2019 - 2020	2020 - 2021	2021-2022
<b>Algebra 1</b>				
Academic Readiness - Did Not Meet	25.22%	84.48%	32.34%	
Academic Readiness - Approaches	74.78%	15.52%	67.66%	
Academic Readiness - Meets	33.62%	3.45%	39.30%	
Academic Readiness - Masters	12.17%	-	16.42%	

	2018 - 2019	2019 - 2020	2020 - 2021	2021-2022
<b>English II</b>				
Academic Readiness - Did Not Meet	37.76%	88.79%	49.49%	
Academic Readiness - Approaches	62.24%	13.21%	50.51%	
Academic Readiness - Meets	39.69%	7.55%	35.99%	
Academic Readiness - Masters	5.07%	1.89	3.68%	

	2018 - 2019	2019 - 2020	2020 - 2021	2021-2022
<b>English I</b>				
Academic Readiness - Did Not Meet	42.09%	83.33%	47.68%	
Academic Readiness - Approaches	57.91%	16.67%	52.32%	
Academic Readiness - Meets	34.39%	8.33%	35.15%	
Academic Readiness - Masters	5.70%	-	6.0%	

	2018 - 2019	2019 - 2020	2020 - 2021	2021-2022
<b>Biology</b>				

	2018 - 2019	2019 - 2020	2020 - 2021	2021-2022
Academic Readiness - Did Not Meet	16.67%	74.03%	32.20%	
Academic Readiness - Approaches	83.33%	25.97%	67.80%	
Academic Readiness - Meets	46.43%	7.79%	39.71%	
Academic Readiness - Masters	12.30%	-	9.30%	

		2018 - 2019	2019 - 2020	2020 - 2021	2021-2022
<b>US History</b>					
Academic Readiness - Did Not Meet		9.23%	37.50%	19.01%	
Academic Readiness - Approaches		90.77%	62.50%	80.99%	
Academic Readiness - Meets		64.84%	25.00%	58.27%	
Academic Readiness - Masters		12.30%	-	9.30%	

Assessment data indicates a need for intervention staff, additional teachers to reduce class-sizes, and ESL staff to address our Emergent Bilingual population.

Cedar Creek High School has concentrated its efforts on growing the Advanced Placement (AP) program. The following is a summary of the AP student data, which includes a breakdown of students receiving a passing scores on these assessments.

#### AP Student Data

	2018	2019	2020	2021
Total AP Students	365	368	276	
Number of AP Exams	642	637	401	
AP Students with Scores 3+	236	189	190	
% of Total AP Students with Scores 3+	36.7	29	69%	



### Student Achievement Strengths

1. The number of students who met the approaches standard in Algebra I increased from 15.52% in 19-20 to 67.66% in 20-21.
2. The number of students who met the approaches standard in English I increased from 16.67% in 19-20 to 52.32% in 20-21.
3. The number of students who met the approaches standard in English I increased from 13.21% in 19-20 to 50.51% in 20-21.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Reading scores decreased 8% from the 2021-2022 school year. **Root Cause:** This is the first year post Covid that all students were required to be present for in person learning. More students tested during the 2021-2022 school year in comparison to the previous year. Due to an increase in the freshman cohort size, an additional English I teacher, who was new to the profession, was hired in order to decrease the class size.

**Problem Statement 2:** Math scores decreased 10% from the 2021-2022 school year. **Root Cause:** This is the first year post COVID that all students were required to be present for in person learning. More students tested during the 2021-2022 school year in comparison to the previous year. Additionally, out of 3 Algebra I teachers, one teacher was new to the campus and subject area and one teacher resigned within one month of school beginning. An additional teacher was not hired until mid-yea

# School Culture and Climate

## School Culture and Climate Summary

A safe and caring school climate produces a positive impact on student achievement, staff commitment, and community engagement. Cedar Creek High School strives to create and maintain a positive culture through the implementation of Positive Behavior Interventions & Supports (PBIS) programs as well as a comprehensive socioemotional learning (SEL) curriculum to promote safety and positive interactions among various stakeholders. Believing that student learning is enhanced by positive steps to manage student behavior and increase inclusiveness, our campus has worked to implement structures including restorative practices, student advisory committees, and a strong relationship with law enforcement.

## School Culture and Climate Strengths

- Holding high expectations for students with regard to academic achievement and behavior
- Utilizing a multi-tiered approach to student behavior that involves tracking traditional discipline data, and offering restorative and community building practices
- Engaging our community partner, "We Believe in BISD"
- Employing the approachable, visible, and responsive BISD Police Department
- Sustaining a culture that encourages students to participate in clubs and organizations throughout the campus.
- Continuing to implement a campus-wide socio-emotional learning curriculum: Character Strong.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Although students are positively recognized throughout the school-wide community, Cedar Creek High School needs to increase its student recognition within MTSS. **Root Cause:** Eagle Time focused primarily on student interventions due to learning loss due to COVID.

**Problem Statement 2:** Our attendance rate average is 88% for the 2021-2022 school year. **Root Cause:** Students lacked consistent transportation to school.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Below is recorded years of experience for the professional teaching staff at CCHS during 2020-2021.

Years	2020	%
Beginning	7.3	7.3%
1-5	42.4	42.4%
6-10	19.6	19.6%
11-20	18.2	18.2%
20+	12.5	12.5%

This data indicates that almost 50% of the professional staff have less than 6 years of experience. Given that Cedar Creek High School is classified as a rural school, hiring and retaining teachers is often a challenge.

## Staff Quality, Recruitment, and Retention Strengths

CCHS continues to support new teachers through a campus-based New Teacher Academy. This support includes regularly scheduled meetings with mentors as well as regular check-ins with campus Instructional Coaches and an Assistant Principal.

CCHS recruited, interviewed, and recommended 34 new teachers for hire during the 2020-2021 school year.

CCHS administrative staff will continue to attend job fairs and partner with the Human Resources department to retain staff.

## **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** New to the profession teachers often move on taking experience gained in BISD with them. **Root Cause:** New teachers frequently commute to CCHS, so when they gain experience they are able to obtain employment closer to home.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Cedar Creek High School has committed to planning and preparation through the use of daily Professional Learning Communities (PLCs) session for teachers who teach Biology, United States History, English I, English II, and Algebra I. Teachers plan and prepare lessons during a scheduled PLC session throughout the school day. Teachers plan lessons primarily use the TEKS Resource System and the district curriculum website. Teachers use PLC protocols in lesson plans which include key concepts, state standards, key assessment areas, and key vocabulary. Teachers use the planning time to determine the best approach to accomplish effective lesson plans. The lesson plans are stored in the google drive for all team members to access. In addition, PLCs progress monitor students on various local and state assessments using the eduphoria data analysis system (AWARE). Teachers and campus leaders disaggregate data using various methods. They use the results to determine intervention needs in Tier 1 and Tier 2 instruction.

Assessment on CCHS campuses is guided by PLCs as well. PLCs create common assessments based on the unit of instruction and use the data to adjust instruction and check progress. In addition, CCHS uses district target exams. Once the data is disaggregated campus leadership teams and PLCs adjust instruction and create additional interventions. The assessments are benchmarks that check student performance STAAR-like assesments. The results are used to identify individual student intervention needs that are targeted to weak objective performance. Academic Assessments focus on End of Course Exam data, Advanced Placement data, SAT/ACT results, common assessments and district assessments.

CCHS focuses on the use of best practices through the Model Classrooms Project, identified areas of improvement, and identification of root causes with low achievement to develop and refine the written curriculum, taught curriculum and assessed curriculum. All decisions are data driven from campus walkthroughs, local assessment, and state assessments. As much as possible, CCHS embeds professional development to provide the basis for monitoring progress on student achievement at the district and campus level.

All decisions regarding professional development, programs and practices are based upon the identified needs, goals, objectives, and strategies identified in this plan.

## Curriculum, Instruction, and Assessment Strengths

The following list are strengths in Curriculum, Instruction, and Assessment:

1. PLC planning sessions;
2. Continue monitoring of Advanced Placement Programming in an effort to meet the needs of all of our students;
3. Structured approach to serving our EL students - different levels of support based on individual proficiency levels;
4. Ability to interpret and use common assessment data to drive instructional decisions

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Non-EOC subject areas did not have lesson plans and formative assessments that aligned. **Root Cause:** The 21/22 school year was the first year that Non-EOCs teams were required to meet as a PLC and align lessons and assessments.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Cedar Creek High School has strong business partnerships and community support. The We Believe in Bastrop ISD and Bastrop Education Foundation has assisted CCHS through grants to support our teachers and students. CCHS also provides after-school activities that involve the community such as sporting events, Beyond the Bell, UIL Academics, fine arts, and performing arts. Cedar Creek High School has great communication with families openly and honestly--and not only when there is a discipline issue. This open and honest communication is best practice and has been widely evident during the ongoing pandemic. It is evident we approach our parents from the perspective that it is a partnership and we is better than me.

## Parent and Community Engagement Strengths

The following list highlights the strenghts of CCHS's Family and Community Involvement strengths:

1. We Believe and BEF are examples of business partnerships that provide financial support to CCHS, which strengthen and deepen the educational opportunities given to BISD students;
2. CCHS has strong community support as evidenced through events such as Back-to-School Bash that truly brings the community, businesses, and school together and through strong attendance at school functions such as athletics, band, theater productions, Ballet Folklórico.
3. CCHS uses many applications that elicit prompt feedback as well as opportunities to connect such as School Status and Remind.
4. Christian's Closet is an example how CCHS provides resources for students' well being supporting engagement.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parental involvement decreases as students get older **Root Cause:** CCHS does not host events to incite parental involvement.

**Problem Statement 2:** The amount of parents involved in on-campus activities, programs, and services is low. **Root Cause:** CCHS needs to be better at having more opportunities for parents to attend events.

# School Context and Organization

## School Context and Organization Summary

Campuses are supported in the areas of English, Mathematics, Social Studies/History, Science, and Special Education through the use of content specialist provided by the district. This year we have two instructional coaches: one instructional coach focuses on ELA and history while the other can focus on math and science subject areas. Furthermore, each administrator oversees a core subject to assist with the planning and preparation of effective instruction.

## School Context and Organization Strengths

- The campus has the support of four curriculum specialists for math, science, ELA and social studies. The curriculum specialists will be able to ensure curriculum is vertically and horizontally aligned throughout the district.
- The campus utilizes a secondary digital learning specialist that is shared with other campuses.
- The district provides a CTE coordinator to ensure curriculum is aligned and rigorous, while ensuring skills for work post-secondary.
- The district provides an EL coordinator who oversee compliance, instruction and ESL/bilingual programming throughout the district.
- The campus utilizes the PLC model.
- The campus utilizes on-campus police officers to assist with ensuring safety and security.
- The campus utilizes two on-campus social workers to provide social-emotional and crisis support to the student body.
- The superintendent meets with students who serve as Superintendent Advisory Council members.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Campus leaders get pulled in several different directions so it can be difficult to monitor instruction. **Root Cause:** Campus leaders sometimes lack in communicating needing coverage to ensure instruction is monitored in all content areas.

# Technology

## Technology Summary

Cedar Creek High School strives to provide innovative solutions to promote student achievement. Using funds provided by federal and state grants and the Instructional Materials Allotment, Cedar Creek High School made improvements to campus and provided a much needed influx of devices to our campuses. Cedar Creek High School has purchased multiple carts of Chromebooks to allow more teachers and students to access these resources. Monitors have been installed in every classroom to promote multi-modal education. Students also have access to textbooks and supplemental resources through the purchase of digital licenses. These successes provide a foundation as we move forward through the pandemic, with a focus on digital learning and preparing our students for success in the world of tomorrow.

## Technology Strengths

- Digitizing paper processes through Google Classroom
- Promote innovation through collaborative learning environment and blended instruction
- Collaborative team planning through PLC and Google Apps

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Internet access and technological resources are limited for our students at home. **Root Cause:** Due to rural area that students live in, viable internet is not an option.



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals










**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 1:** Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Aligned Performance Objective: Implement Social Emotional Learning (SEL) curricular resources focused on building community within our classrooms, addressing students' social and emotional needs, and teaching stress management techniques

**Evaluation Data Sources:** Observational data, Discipline data, Attendance and tardy data

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Implement campus training resources to ensure meaningful and timely training on MTSS best practices. Result: Staff will have a better understanding of how to appropriately support student needs. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Administrators	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner. Result: Reviewing campus expectations can help address unsafe actions taking place. while creating a plan of to properly handle it. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Administrators	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> CCHS utilizes Character Strong to implement Social Emotional Learning strategies to our 9-12 graders. Impact: Students are creating meaningful relationships with their teachers, while developing social emotional strategies to help manage their emotions and behaviors. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Teachers and Admin	Formative		Summative
	Nov	Feb	Apr
			



No Progress



Accomplished



Continue/Modify



Discontinue










**Goal 1: Student Success and Well-Being:** We will support skill-building opportunities that encourage responsible choices and adaptable competence.








**Performance Objective 2:** Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.

Aligned Performance Objective: Increase students' positive self perception of self-management and growth mindset skills

**Evaluation Data Sources:** Panorama SEL student surveys administered two times per year, observational data, Discipline data, other campus data source

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Create a plan to address Social Emotional Learning teacher and student survey data. Result: Data can help administrators address areas of concern and how SEL is working overall. <b>Strategy's Expected Result/Impact:</b> Low <b>Staff Responsible for Monitoring:</b> Administrators	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Conduct campus investigations that promote and support a safe and orderly learning environment. Result: Communicating to students and parents that the campus will conduct investigations can allow students to feel safe and to continue to want to come to school. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Assistant Principals	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Regular review of campus discipline dashboard to identify trends, disproportionality, and possible adaptations Result: Identifying discipline trends can help administrators target specific training for students and staff. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Assistant Principals	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Regularly review tardy data to identify trends and make adjustments Result: Reviewing data can help administrators understand which periods and areas of the building to address student tardiness. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Assistant Principals	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			










**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 3:** Strategic Priority: BISD will develop systems and structures that value student ownership of their academic and behavioral success.








Aligned Performance Objective: Increase the percentage of students at Meets Grade Level on STAAR Math from 34% to 42% and STAAR Reading from 32%% to 42%.

**Evaluation Data Sources:** 2023 Accountability Data, AT data, Mock STAAR Data, Formative assessment data

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Build capacity in all campus teams to implement and facilitate effective PLC structures. Result: Effective PLCs will help teachers decipher how to effectively support students in learning. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> ICs and Admin	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Solicit input from campus instructional leaders on grade-appropriate and feasible academic and behavioral measures for individual student goal setting. Result: Feedback from instructional leaders can help the principal create realistic goals, while also guiding on where more support should take place. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Admin	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement campus-wide expectations and policies ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives. Result: Campus wide expectations provide more consistency for our students giving more opportunities for acceleration. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> ICs and Admin	Formative		Summative
	Nov	Feb	Apr
			



Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Required bi-monthly "Just In Time" trainings provided to teachers on how to implement instructional strategies with scaffolding and differentiation. Result: Teachers will be able to implement instructional strategies for students immediately. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> ICs, PLC leads, and Admin	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			




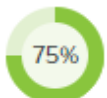



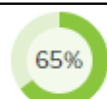





**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 1:** Strategic Priority: BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.

Aligned Performance Objective: Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading

**Evaluation Data Sources:** 2023 Accountability Data

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Required bi-monthly "Just In Time" trainings provided to teachers on how to implement instructional strategies with scaffolding and differentiation. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, ICs	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement coordinated and proactive structures to address intervention and/or enrichment for all students <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Principal, ICs	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Provide support for classroom co-teach models specifically focused on small groups, stations, and parallel teaching <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Principal, ICs	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.




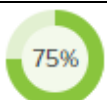
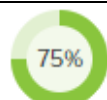




**Performance Objective 2:** Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.








Aligned Performance Objective: Increase training and coaching on implementing the teaching and learning strategies of academic conversations, explicit vocabulary instruction, and higher order thinking questions for all grades levels and content areas

**High Priority**

**Evaluation Data Sources:** Training resources, walk through feedback form, T-TESS data

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Create a structure for cross-campus peer observation of Big 3 strategies. Result: Teachers will observe each other to see how strategies are implemented in different areas. <b>Strategy's Expected Result/Impact:</b> Medium <b>Staff Responsible for Monitoring:</b> ICs	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Provide training and ongoing support for the effective use of techniques that encourage critical thinking skills, differentiation, and scaffolded supports Result: Teachers will be able to effectively implement strategies with up to date training, resulting in students being taught at a more rigorous level. <b>Strategy's Expected Result/Impact:</b> Medium <b>Staff Responsible for Monitoring:</b> ICs and Admin	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Create a focused, year-long plan for implementation and monitoring of the Big 3 Result: Monitoring a plan will allow for constructive feedback to teachers. <b>Strategy's Expected Result/Impact:</b> Medium <b>Staff Responsible for Monitoring:</b> ICs and Admin	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details		Reviews		
<b>Strategy 4:</b> Required bi-monthly "Just in Time" training that implement instructional strategies to include differntiation and scaffolding of curriculum. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> ICs, PLC leads, and Admin		Formative		Summative
		Nov	Feb	Apr
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 3:** Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.




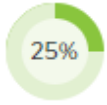





**Performance Objective 1:** Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.








Aligned Performance Objective: Student attendance will increase from 88% to 93.8%.

**High Priority**

**Evaluation Data Sources:** Skyward Attendance reports, PEIMS Reports

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide training to Campus staff on the district's procedures to address attendance requirements Result: Teachers understanding student attendance requirements will help them understand their role in helping get students to school and understand how to report chronic absences. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Send commendation letters to students and parents, guardians, or caregivers for improved school attendance and perfect attendance Result: Educating parents will help them understand why students should come to school <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Assistant Principal, Attendance Clerk	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Create a system to meet with parents and students who are approaching the 90% attendance rule. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details		Reviews		
<b>Strategy 4:</b> Implement a written process for truancy prevention to monitor students with chronic absences or who are at high risk for not meeting attendance requirements Result: The written process communicates to all stakeholders their role of helping students get back on track with their attendance. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Truancy Officer		Formative		Summative
		Nov	Feb	Apr
				
		 No Progress  Accomplished  Continue/Modify  Discontinue		

**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.







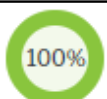

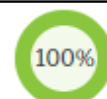
**Performance Objective 2:** Strategic Priority: BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.










Aligned Performance Objective: Survey data will show increased positive perceptions of physical and psychological safety at schools

**High Priority**

**Evaluation Data Sources:** Possible Data Source: Panorama SEL student surveys administered two times per year (school safety measure)

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide safety drill training and debrief for staff and students throughout the year Result: Practicing drills regularly allows staff and students to be prepared in an actual emergency. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Analyze visitor check-in/check-out practices to determine possible training and/or resource needs. Result: Reduce the number of unauthorized visitors on campus. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Create a campus safety team made up of skilled teachers based on their background and skill sets Result: An increase in staff that are a trained in safety across campus will in a faster response time in an emergency situation. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Improve facility infrastructure to positively impact campus safety Impact: Deter negative situations on campus with an increase in safety structures. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Create a student-led campus safety patrol led that can partner with the campus safety team Impact: Students take ownership of creating a safe atmosphere. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	Formative		Summative
	Nov	Feb	Apr
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			









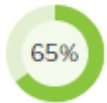
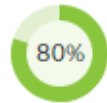




**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 3:** Strategic Priority: BISD will enhance its onboarding experience to prepare every new employee for success in BISD.

Aligned Performance Objective: Reduce new teacher turnover to 16%.

**Evaluation Data Sources:** Staff retention data reports

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide ongoing support for teacher leaders in adult facilitation and team dynamics Impact: Ongoing support will allow teachers to feel apart of a team. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ICs	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Employing personalized strategies to retain staff Result: Increased teacher retention <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice Result: Teachers are able to deliver sound instructional strategies yielding a higher student achievement <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Provide on going training throughout the year for new teachers (Year 1-2) through the New Teacher Academy Result: Lower teacher turnover <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Instructional Coach, Assistant Principal	Formative		Summative
	Nov	Feb	Apr
			



No Progress



Accomplished



Continue/Modify



Discontinue







**Goal 4:** Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.








**Performance Objective 1:** Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

Aligned Performance Objective: Survey data will show increased positive perceptions of parent and community engagement opportunities

**Evaluation Data Sources:** Possible Data Source(s): Stakeholder surveys, staff/family newsletters, agendas, meeting notes, sign-in sheets

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Schedule monthly Principal Chat meetings, at various dates and times. Impact: Increased parent involvement <b>Strategy's Expected Result/Impact:</b> Medium <b>Staff Responsible for Monitoring:</b> Principal and Principal's Secretary	Formative		Summative
	Nov	Feb	Apr
	N/A	N/A	
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Collaborate with campus PTA to provide support and increase parent engagement efforts. Result: Increase in parent support of staff and students <b>Strategy's Expected Result/Impact:</b> Medium <b>Staff Responsible for Monitoring:</b> Admin	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Administer customized surveys for parents and families to determine specific engagement needs Result: Understand the needs of parents and families to help in targeted engagement <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Principal, Admin	Formative		Summative
	Nov	Feb	Apr
	N/A		

Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Provide capacity-building events for parents and families on critical aspects of student learning Result: Increase in student achievement outcomes <b>Strategy's Expected Result/Impact:</b> Medium <b>Staff Responsible for Monitoring:</b> Principal and Leadership Team	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			













**Goal 4:** Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 2:** Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Aligned Performance Objective: Increase in business and community member participation in campus committees and events

**Evaluation Data Sources:** Possible Data Source(s): Event listings, staff/family newsletters, agendas, meeting notes, sign-in sheets

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Partner with community banking to increase financial literacy among high school students. Result: Students develop life long skills. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Admin	Formative		Summative
	Nov	Feb	Apr
		N/A	
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Recognize community and business participation and/or sponsorship in campus newsletters and on social media Result: Continued support from businesses and sponsorships <b>Strategy's Expected Result/Impact:</b> Medium <b>Staff Responsible for Monitoring:</b> Admin and Social Media Teacher	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Establish an inclusive campus welcoming system that engages all visitors. Result: Increase in visitors wanting to volunteer at the campus level. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Admin and Front Office Staff	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			










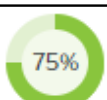


**Goal 4: Collaborative Partnerships:** We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 3:** Strategic Priority: BISD will strengthen external partnerships to help students attain industry certifications, work experience, and/or sponsorship opportunities.

Aligned Performance Objective: Increase the percentage of graduates that are college, career, and/or military ready (CCMR) from 54% to 58%.

**Evaluation Data Sources:** Possible Data Source(s): 2023 Accountability Data

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide training and support for SAT, ACT, TSI readiness and differentiation in Pre-AP and AP coursework. Result: Increase in student achievement and higher test scores; students are college ready. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Admin and CTC	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Offer post secondary planning information sessions to encourage higher parent participation rates. Result: More students will go to college if parents have an understanding of what is offered post-secondary. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> Admin and College and Career Access Specialist	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Conduct quarterly tracking and reporting of CCMR indicators by cohort. Result: Tracking will allow principals and counselors the ability to identify students who have not met a CCMR indicator. <b>Strategy's Expected Result/Impact:</b> Medium <b>Staff Responsible for Monitoring:</b> Counselors	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Increase student participation in PTECH pathway. Result: Students will have an earlier opportunity to take college courses. <b>Strategy's Expected Result/Impact:</b> High <b>Staff Responsible for Monitoring:</b> PTECH Teacher	Formative		Summative
	Nov	Feb	Apr
			



No Progress



Accomplished



Continue/Modify



Discontinue

# State Compensatory

## Budget for Cedar Creek High

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 11.99

**Brief Description of SCE Services and/or Programs**

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## Personnel for Cedar Creek High

<u>Name</u>	<u>Position</u>	<u>FTE</u>
A. Edmon	English Teacher CSR	1
A. Keeney	English Teacher CSR	1
A. Love	Reading Intervention	0.83
A. Ray	Social Worker	1
E. Favela-Soto	Intervention	0.17
E. Morgan	Reading Intervention	0.5
J. Bowman	Credit Recovery	1
J. Evans	ESL Paraprofessional	0.5
J. Fidler	Math Teacher CSR	0.49
J. Granado	Counselor	1
J. Granado	Credit Recovery	0.5
N. England	RtI Paraprofessional	1
S. Foster	Reading Intervention	1
S. Martin	Assistant Principal, At-Risk	1
T. Carruthers	Math Intervention	1



# Addendums



School:	Cedar Creek High School	Date/Time:	11/30/2022 @ 2:00
Meeting Title:	CIP November Renew	Facilitator:	Stammann

[illegible]

### CIP February Progress Meeting

- Review strategies under each goal
- Discuss progress for each strategy
- Discuss CCH problem statements for CIP 23/24

CIP Member	Position	Signature
Kasie Stagman	Principal	K Stagman
LaNelle Staples	Associate Principal	LaNelle Staples
Yolanda Rodriguez	Assistant Principal	Yolanda Rodriguez
Jason Rodman	Assistant Principal	Jason Rodman
Victoria Adebo	IC	Victoria Adebo
Christie Plummer	IC	Christie Plummer

**Bastrop Independent School District**  
**Cedar Creek Intermediate**  
**2022-2023 Campus Improvement Plan**

**Accountability Rating: Not Rated**



# Mission Statement

CCI will motivate and encourage students for success, today and tomorrow.

## Vision

### OUR Call to Action

Graduates of Bastrop Independent School District are empowered to become successful and productive in a global society.

## Value Statement

A diverse and engaging environment contributes to successful learning.

- Serving the individual needs of all learners is central to our mission.
- Community collaboration directly results in the growth of our schools.
- Education empowers everyone.
- People feel valued when they are heard.
- Involvement beyond the classroom contributes to student success.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Cedar Creek Intermediate serves fifth and sixth graders from a rural community. Three elementary schools feed this Western pattern in Bastrop ISD: Red Rock, Cedar Creek, and Bluebonnet. The school opened in January of 2004 with 535 students. The population of this Title I school has grown to peaks estimating at approximately **930 students as of October 2022**. The students are generally served by a team of core teachers structured in a seven-period day.

SUBPOPULATION	19-20	20-21	21-22
White	13.9%	12.0%	
Hispanic	81.3%	85.1%	
English Language	46.2%	50.4%	
African American	1.9%	1.6%	
OTHER INDICATORS			
Economically Disadvantaged	70.9%	75.3%	
Special Education	16.4%	15.5%	
Attendance Rate	95.3%	98.3%	
Mobility Rate	9.6%	12.5%	

## **School Culture and Climate**

### **School Culture and Climate Summary**

## **Surveys (students)**

## **Values**

## **Beliefs**

## **Equity-Opportunity and Equal Access**






# Goals











**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 1:** CCI will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support. Implement Social Emotional Learning (SEL) curricular resources focused on building community within our classrooms, addressing students' social and emotional needs, and teaching stress management techniques

**Evaluation Data Sources:** Brag Board Data - Student Surveys - Parent Surveys - Staff Surveys - Discipline Data - Extra Curricular Activity Participation

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Implement campus training resources to ensure meaningful and timely training on MTSS best practices <b>Strategy's Expected Result/Impact:</b> CCI staff will have access to videos, lessons and resources that will help meet students' emotional, social and behavioral needs. <b>Staff Responsible for Monitoring:</b> Department Heads. MTSS Coach. CCI ILT Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			

Strategy 2 Details	Reviews		
<b>Strategy 2:</b> The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner. <b>Strategy's Expected Result/Impact:</b> Staff will be kept abreast of ways to improve or maintain MTSS practices with positive practices. <b>Staff Responsible for Monitoring:</b> MTSS Coach. Department Heads  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> CCI will continue to practice the use of common campus expectations through our MTSS Committe for positive reinforcement with Brag Boards and Positive Referrals to recognize positive behaviors on campus. <b>Strategy's Expected Result/Impact:</b> Staff will support students with positive actions during school. Students will strive to be recognized in a positive manner; this will increase leadership and social skills. <b>Staff Responsible for Monitoring:</b> MTSS Coach. Dept Heads. Student Council.  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.








**Performance Objective 2:** Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.

Aligned Performance Objective: Increase students' positive self perception of self-management and growth mindset skills

**Evaluation Data Sources:** Observational data - Positive Office Referral Data - Discipline Data - DBRC data

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Create a plan to address Social Emotional Learning teacher and student survey data <b>Strategy's Expected Result/Impact:</b> CCI will be able to respond to specific trends and needs of our students and teachers. We will have a better understanding of social, emotional and behavioral needs of CCI students. <b>Staff Responsible for Monitoring:</b> MTSS Coach and committee. Asst. Principals, Principal.  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Conduct campus investigations that promote and support a safe and orderly learning environment. <b>Strategy's Expected Result/Impact:</b> Parents, students and staff will trust that investigations follow a process and all points of view are heard and understood. Consistent safety decisions will be made and implemented. <b>Staff Responsible for Monitoring:</b> Asst. Principals. Campus Security and Officers  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			







Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Regular review of campus discipline dashboard to identify trends, disproportionality, and possible adaptation <b>Strategy's Expected Result/Impact:</b> CCI will know trends and practices that will help us be proactive and not reactive to campus behavioral needs. <b>Staff Responsible for Monitoring:</b> MTSS Coach and committee. Asst. Principals.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1	Formative		Summative
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**Goal 1: Student Success and Well-Being:** We will support skill-building opportunities that encourage responsible choices and adaptable competence.








**Performance Objective 3:** Strategic Priority: BISD will develop systems and structures that value student ownership of their academic and behavioral success.  
 Aligned Performance Objective: Increase the percentage of students at Meets Grade Level on STAAR Math from 23% to 33% and STAAR Reading from 28% to 40%

**Evaluation Data Sources:** 2023 Accountability Data. AT Data. MOCK Data. Observational Data.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Solicit input from campus instructional leaders on grade-appropriate and feasible academic curriculum resources that will provide intervention to supplement math and reading. <b>Strategy's Expected Result/Impact:</b> The use of curriculum resources will increase student thinking and routines that will provide intervention and practice for students. <b>Staff Responsible for Monitoring:</b> Dept. Heads - Instructional Coaches - Principal  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 1		Formative		Summative
		Nov	Feb	Apr
				
Strategy 2 Details		Reviews		
<b>Strategy 2:</b> Build capacity in all campus teams to implement and facilitate effective PLC structures. <b>Strategy's Expected Result/Impact:</b> Teacher leaders will be able to lead PLCs with a focus on instructional practices through: Academic Conversations - Vocabulary - Three Part Objectives - Student engagement. <b>Staff Responsible for Monitoring:</b> Dept. Heads - Instructional Coaches - Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 1		Formative		Summative
		Nov	Feb	Apr
				

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement digital resources to supplement instruction in math, reading, science and social studies.  Digital Resources such as: Flocabulary - Zearn - Desmos - Brain Pop - Pebble Go - Social Studies Weekly <b>Strategy's Expected Result/Impact:</b> Students (and staff) will have available resources to increase students' understanding of standards. <b>Staff Responsible for Monitoring:</b> Dept. Heads. Instructional Coaches. Principal.  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Teacher will have planning time to create lesson plans for intervention and enrichment. <b>Strategy's Expected Result/Impact:</b> Staff will have increased their effectiveness for small groups and differentiation for all needs. <b>Staff Responsible for Monitoring:</b> Dept. Heads. Instructional Coaches. Principal.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			

Strategy 5 Details		Reviews		
<b>Strategy 5:</b> Implement campus-wide expectations and policies ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspective <b>Strategy's Expected Result/Impact:</b> Students (and staff) will have a sense of pride and belonging. CCI's school community will have a learning environment that is important to all members. <b>Staff Responsible for Monitoring:</b> Dept. Heads. MTSS Coach. Instructional Coaches. Principal.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1		Formative		Summative
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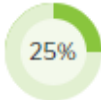




**Goal 2:** We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 1:** Strategic Priority: BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.











Aligned Performance Objective: Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading

**Evaluation Data Sources:** 2023 Accountability Data - Observational Data - Student conferences

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Implement tracking systems for reading achievement and math fluency achievement. <b>Strategy's Expected Result/Impact:</b> Students will have fluent practices with reading and math which will support learning subject area essential standards. <b>Staff Responsible for Monitoring:</b> Dept. Heads. Instructional Coaches. Principal  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 2	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Provide support for classroom co-teach models specifically focused on small groups, stations, and parallel teaching. <b>Strategy's Expected Result/Impact:</b> Teachers will have a better understanding of student needs and how to support children in a variety of settings. <b>Staff Responsible for Monitoring:</b> Classroom teachers. Instructional Coaches. Asst. Principals.  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 2	Formative		Summative
	Nov	Feb	Apr
			



Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement simultaneous Word Study structures to support English language proficiency of Emergent Bilingual students through programs such as Pebble Go - Patterns of Power - Summit K12. <b>Strategy's Expected Result/Impact:</b> Students will have a stronger foundation for literacy and communication. <b>Staff Responsible for Monitoring:</b> ELAR Instructional Coach. E/LAR Dept. Heads. Principal  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 2	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Implement a formative assessment process through Amplify and Summit K12 for monitoring Emergent Bilingual performance in listening, speaking, reading, and writing. <b>Strategy's Expected Result/Impact:</b> Teachers, students and families will be able to monitor language performance. <b>Staff Responsible for Monitoring:</b> ELAR teachers. ELAR Instructional Coaches.  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 2	Formative		Summative
	Nov	Feb	Apr
			
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**Goal 2:** We will implement innovative strategies to facilitate ownership of academic mastery for all learners.











**Performance Objective 2:** Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Aligned Performance Objective: Increase training and coaching on implementing the teaching and learning strategies of academic conversations, explicit vocabulary instruction, and higher order thinking questions for all grades levels and content areas

**Evaluation Data Sources:** TTESS Observation Data - Walk through Data - Consultant Data

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Create a focused, year-long plan for implementation and monitoring of: Three Part Objectives, structured academic conversations, vocabulary development and student engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> CCI's staff will have a goal of consistently implementing strategies that are proven to show an icnrease with student academic acheivement.</p> <p><b>Staff Responsible for Monitoring:</b> Dept. Heads. Instructional Coaches. ELL Consultant. Principal.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>- Superintendent Goals:</b> SG 2</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Provide training and ongoing support for the effective use of techniques that encourage critical thinking skills, differentiation, and scaffolded supports. <b>Strategy's Expected Result/Impact:</b> CCI staff will receive hands on training to increase students support practices with academics and effective learning environments. <b>Staff Responsible for Monitoring:</b> Instrucional Coaches. Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 2	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Create a structure for cross-campus peer observation of small group instruction and classroom procedures. <b>Strategy's Expected Result/Impact:</b> Staff will learn from peers and gather ideas to better support students. <b>Staff Responsible for Monitoring:</b> Instructional Coaches. Dept. Heads. Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 2	Formative		Summative
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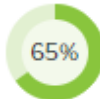





**Goal 3:** Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.








**Performance Objective 1:** Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

Aligned Performance Objective: Student attendance will increase from 90% to 95%

**Evaluation Data Sources:** Skyward reports, PEIMS attendance reports

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Create a written campus attendance action plan to support student and staff attendance. <b>Strategy's Expected Result/Impact:</b> CCI's school community will know our goals and values for attendance. Addressing attendance will support needs of our campus learning and growth. <b>Staff Responsible for Monitoring:</b> Attendance clerk. Asst. Principals  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement a written process for truancy prevention to monitor students with chronic absences or who are at high risk for not meeting attendance requirements. Processes such as: parent meetings, attendance recovery, mentorship. <b>Strategy's Expected Result/Impact:</b> Addressing chronically absent students will allow us to support them in a variety of ways. <b>Staff Responsible for Monitoring:</b> Attendance clerk. Asst. Principals. MTSS Coach  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Send commendation letters to students and parents, guardians, or caregivers for improved school attendance and perfect attendance  <b>Strategy's Expected Result/Impact:</b> CCI's school community will develop habits and practices for good school attendance. <b>Staff Responsible for Monitoring:</b> Attendance Clerk. Asst. Principals.  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 3	Formative		Summative
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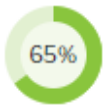




**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.








**Performance Objective 2:** Strategic Priority: BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

Aligned Performance Objective: Survey data will show increased positive perceptions of physical and psychological safety at schools

**Evaluation Data Sources:** Panorama SEL student surveys administered two times per year (school safety measure)

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide safety drill training and debrief for staff and students throughout the year <b>Strategy's Expected Result/Impact:</b> Students and staff will be educated in safety and security procedures and will be able to demonstrate the needed skills if/when a need arises. <b>Staff Responsible for Monitoring:</b> Security Monitor. BISD Police Officer. Asst. Principals  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Create a student-led campus Principal's Committee and student council. <b>Strategy's Expected Result/Impact:</b> Our students will support campus initiatives and provide leadership opportunities for students that will increase school pride. <b>Staff Responsible for Monitoring:</b> Principal. BISD Police Officer. Security Monitor.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Provide safety drill training and debrief for students and staff throughout the year. <b>Strategy's Expected Result/Impact:</b> CCI's school community will be able to speak to and know expectations which will help individual accountability. <b>Staff Responsible for Monitoring:</b> Principal. BISD Police Officer. Security Monitor.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
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**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 3:** Strategic Priority: BISD will enhance its onboarding experience to prepare every new employee for success in BISD.











Aligned Performance Objective: Reduce new teacher turnover from 44% to 26%.

**Evaluation Data Sources:** Staff retention percentages. New Staff surveys.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Employ personalized strategies to retain staff <b>Strategy's Expected Result/Impact:</b> New staff to the profession or to BISD will feel welcomed, supported and prepared for the year. <b>Staff Responsible for Monitoring:</b> Dept. Heads. Instructional Coaches. MTSS Committee. Principal. Mentors  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Develop normed tools and processes to conduct observations, capture trends, and track progress over time. <b>Strategy's Expected Result/Impact:</b> Staff will learn from immediate and actionable feedback, feeling successful and supportive. <b>Staff Responsible for Monitoring:</b> Dept. Heads. Instructional Coaches. Principal.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			



Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Provide ongoing support for teacher leaders in adult facilitation and team dynamics <b>Strategy's Expected Result/Impact:</b> Teacher leaders will learn how to support their team members instructionally and emotionally. Leaders will know to adjust their skills for overall goals of our campus. <b>Staff Responsible for Monitoring:</b> Instructional Coaches. Asst. Principals.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice. <b>Strategy's Expected Result/Impact:</b> Staff will receive manageable adjustments to meet student needs that are critical for learning. <b>Staff Responsible for Monitoring:</b> Instructional Coaches. Dept Heads. Principals.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
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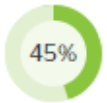


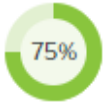

**Goal 4: Collaborative Partnerships:** We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.











**Performance Objective 1:** BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

Aligned Performance Objective: Survey data will show increased positive perceptions of parent and community engagement opportunities

**Evaluation Data Sources:** Participation throughout the year at school events. Data from School Status communication. Data from SMORE (parent newsletter) communication.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Administer customized surveys for parents and families to determine specific engagement needs <b>Strategy's Expected Result/Impact:</b> We will obtain information/data on how to increase parental involvement. <b>Staff Responsible for Monitoring:</b> Principal. Counselor(s). Social Worker  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Provide capacity-building events for parents and families on critical aspects of student learning such as: Open House, Science Night, STAAR Night, TELPAS Night and Saturday School to educate families on our resources and instructional practices. <b>Strategy's Expected Result/Impact:</b> Families will have a deeper understanding of our campus instructional practices and goals. <b>Staff Responsible for Monitoring:</b> Dept. Heads. Instructional Coaches. Leadership Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Schedule monthly Principal Chat meetings, at various dates and times <b>Strategy's Expected Result/Impact:</b> CCI's families will be able to enage in a personal setting with school staff; this will increase partnership and open lines of communication. <b>Staff Responsible for Monitoring:</b> Principal. Counselor(s)  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Integrate multiple communication strategies with families into teacher roles and responsibilities. <b>Strategy's Expected Result/Impact:</b> Create additional opportunities for the school and home communication lines to be open. <b>Staff Responsible for Monitoring:</b> Dept. Heads. Counselor(s). Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 4	Formative		Summative
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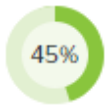





**Goal 4:** Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.








**Performance Objective 2:** BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Aligned Performance Objective: Increase in business and community member participation in campus committees and events

**Evaluation Data Sources:** MTSS Coach. PBIS Team. Asst. Principals. Student Activity Sponsors.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Create a written process for utilizing volunteers. <b>Strategy's Expected Result/Impact:</b> Volunteers and campus guests will know what to expect while at CCI; this will increase the possibility of additional volunteers on campus. <b>Staff Responsible for Monitoring:</b> Counselor(s). Asst. Principals  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Recognize community and business participation and/or sponsorship in campus newsletters and on social media. <b>Strategy's Expected Result/Impact:</b> Local businesses will be connected to our school and increase possible partnerships such as, mentorship, prizes, volunteering, etc. <b>Staff Responsible for Monitoring:</b> Counselors. Asst. Principals  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Establish an inclusive campus welcoming system that engages all visitors such as our student clubs and student council. <b>Strategy's Expected Result/Impact:</b> Campus visitors will be received warmly and able to have their needs met in a timely manner. <b>Staff Responsible for Monitoring:</b> Club sponsors. MTSS Coach. Counselor(s).  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 4	Formative		Summative
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# State Compensatory

## Budget for Cedar Creek Intermediate

Total SCE Funds:

Total FTEs Funded by SCE: 7

Brief Description of SCE Services and/or Programs

## Personnel for Cedar Creek Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
A. Higgs	Reading Intervention	1
A. Rubio	RtI Paraprofessional	1
D. Martinez	Rti Paraprofessional	0.5
K. Pena	Math Teacher CSR	1
M. Gerus	ELA Teacher CSR	1
P. Fidler	Math Intervention	1
S. Cornelius	RtI Paraprofessional	1
V. Sanchez	RtI Paraprofessional	0.5

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
J. Guajardo	Instructional Coach	Curriculum and Instruction	1.0
TBD	Monitor, Campus Safety	Campus Safety	1.0

# Addendums



# **Cedar Creek Intermediate – Parent and Family Engagement Policy**



Parents and staff at Cedar Creek Intermediate have developed and agreed on the following Parent and Family Engagement Policy. The policy will be included in a weekly parent newsletter at the beginning of the school year.

In order to build a dynamic home-school partnership we will provide the following:

- We will hold an annual meeting where parents will learn about the requirements of the school's Title I program and be given an opportunity to become involved with their child's education.
- Parent meetings and conferences will be held at any time in the year in order to best meet the needs of parents and students. Title I funds may be used to pay for any reasonable and necessary expenses such as interpreters, translators, child care or home visit expenses to enable parents to participate in school related meetings and trainings sessions.
- A description and explanation of the curriculum used and the forms of academic assessments used to measure student progress and proficiency levels students are expected to meet will be provided to parents through conferences, meetings, and/or newsletters.
- A school-parent compact designed by parents and school staff that outlines how parents, staff, and the students will share the responsibility for improvement in student academic achievement will be presented.
- Information relating to school and parent programs, meetings, and other activities will be sent to parents in a timely manner.

Parents and community members are always welcome partners. By making suggestions to improve our school and by working together we can make all of the students at Cedar Creek Intermediate successful learners.

Cedar Creek Intermediate's mission is to motivate and encourage students for success, today and tomorrow.

# Cedar Creek Intermediate – Parent and Family Engagement Policy



Los padres y el personal de Cedar Creek Intermediate han desarrollado y acordado la siguiente Política de participación de padres y familias. La política se incluirá en un boletín semanal para padres al comienzo del año escolar.

Con el fin de construir una asociación dinámica entre el hogar y la escuela, proporcionaremos lo siguiente:

- Llevaremos a cabo una reunión anual donde los padres conocerán los requisitos del programa Título I de la escuela y tendrán la oportunidad de participar en la educación de sus hijos.
- Las reuniones y conferencias de padres se llevarán a cabo en cualquier momento del año para satisfacer mejor las necesidades de los padres y estudiantes. Los fondos del Título I pueden usarse para pagar cualquier gasto razonable y necesario, como intérpretes, traductores, cuidado de niños o gastos de visitas al hogar para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas con la escuela.
- Se proporcionará a los padres una descripción y explicación del plan de estudios utilizado y las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes a través de conferencias, reuniones y/o boletines.
- Se presentará un pacto entre la escuela y los padres diseñado por los padres y el personal de la escuela que describe cómo los padres, el personal y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes.
- La información relacionada con la escuela y los programas para padres, las reuniones y otras actividades se enviará a los padres de manera oportuna.

Los padres y los miembros de la comunidad siempre son bienvenidos. Haciendo sugerencias para mejorar nuestra escuela y trabajando juntos podemos hacer que todos los estudiantes de Cedar Creek Intermediate aprendan con éxito.

La misión de Cedar Creek Intermediate es motivar y alentar a los estudiantes para el éxito, hoy y mañana.

**Bastrop Independent School District**  
**Cedar Creek Middle**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

The mission of Bastrop Independent School District, a leader in innovative student centered education, is to motivate and ignite passion for life-long learning and successfully prepare all students to compete globally by ensuring engagement in a diverse, rigorous, and relevant learning experience that incorporates 21st Century Skills.

## Vision

Cedar Creek Middle School students will be independent and life-long learners.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

	2018-19	19-20	20-21	21-22
Total Students	920	997	981	1039
African American	1.8%	1.81%	2.45%	1.64%
Hispanic	79.0%	79.5%	81.5%	84.12%
White	17.0%	16.05%	13.15%	11.74%
American Indian	0.3%	.3%	.20%	.10%
Asian	0.2%	.1%	.10%	.10%
Pacific Islander	0.0%	0%	.10%	.10%
Two or More Races	2.3%	2.21%	2.45%	2.21%

	2018-19	2019-20	2020-2021	2021-2022
EcoDis	77.0%	72.92%	84.61%	70.45%
ELL	31.0%	32.50%	39.96%	50.82%
Sped	11.0%	11.33%	13.35%	14.63%
GT	9.0%	9.23%	7.85%	6.35%
At-Risk	69.0%%	69.51%	70.13%	80.94%

### Demographics Strengths

Cedar Creek Middle School continues to experience increases the number of economically disadvantage students, ELs, and students at risk show growth in numbers.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** ECO Dis numbers are not reflective of students actual circumstances. **Root Cause:** Changes to data collection processes lead to underrepresentation of ECO Dis status

# Student Achievement

## Student Achievement Summary

In the spring of 2022 Cedar Creek Middle School administered STAAR exams and achieved the following results with a campus **test participation rate of 98%**. The tables below shows a comparison of student achievement (Domain I) and Grwoth (Domain II data from the spring 2021.

Domain I										
2022						Comparison to 2021				
Test	Students	Approaches	Meets	Masters	PL AVG	Students	Approaches	Meets	Masters	PL AVG
7th Math	369	27%	5%	1%	11%	+132	+4%	+3%	0%	+2%
7th ELA	531	46%	60%	32%	18%	+106	+14%	+3%	+1%	+6%
8th Math	516	62%	32%	6%	33%	+7	+19%	+13%	+3%	+11%
8th ELA	506	63%	34%	17%	38%	+46	+10%	+4%	+7%	+7%
8th SCI	505	54%	23%	10%	29%	+60	+3%	-4%	-3%	-1%
8th SS	502	27%	7%	3%	13%	+58	-5%	-2%	+1%	-2%
ALG 1	153	88%	52%	31%	57%	-6	0%	-3%	+1%	-1%

Subject	Limited	Expected	Accelerated	Projected Grownth
Algebra	54	44	33	59%
8th Math	93	236	33	74%
8th ELA	122	160	127	70%
7th ELA	80	131	200	81%
7th Math	168	116	8	42%

Assessment results indicates a need for teachers and paraprofessionals dedicated to intervention programming. There is also a need for ESL staff in oder to address Emergent Bilingual achievement.

## Student Achievement Strengths

Domain I - Key take-aways:

- Campus saw net gains in preformance in 4 of 7 tested subjects
- Math continues to be the subject most negatively effected by inconsistencies caused by COVID



## Domain II - Key take-aways

- 3 of 5 tested subjects had at least 70% growth

## Domain III - Key take-aways

- All campus sub groups earned progress measures in ELA

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Student performance has not returned to pre-COVID levels. **Root Cause:** Campus lacks a grade level content focused intervention system.

# School Culture and Climate

## School Culture and Climate Summary

A campus culture and climate survey showed the following results:

\*Numbers below reflect percent favorable

CCMS Student Survey	18-19	19-20	20-21	21-22
School Safety	45%	43%	45%	44%
Student Teacher Relationships	38%	51%	40%	44%
Sense of Belonging	35%	37%	33%	32%

Survey data indicates a need for a Campus Safety Moitor.

## Campus Discipline Summary

School Year	Enrollment	# of Referrals	# of Students with Refferal	Referrals Per Student
21-22	1072	1602	463	3.46
*20-21	979	586	224	2.62
*19-20	997	2045	433	4.72
18-19	920	3095	496	6.24
17-18	841	2440	401	6.08
16-17	852	1710	315	5.43

## School Culture and Climate Strengths

Student Survey's - Take-aways

- Increases in preceptions of positive student-teacher relationships. Campus results are reflective of BISD as a whole.

## Student Discipline - Take-aways

- 609 (57%) students had no documented disciplinary issue
- Increase in the number of referrals and the average number of referrals per student being 3.4 and the median amount of referrals was 2

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Student-Teacher relationships and Student sense of belonging are below national and district averages. **Root Cause:** Campus has a limited number of student engagement opportunities outside of instructional time.

**Problem Statement 2:** Skipping is top disciplinary concern for campus accounting for over half of all disciplinary referrals. **Root Cause:** Underdeveloped student-teacher relationships limit staff's ability to engage students in instruction and convey value of instructional time.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Highly effective staff are recruited by job fairs, district website, social media, and references from Region 13. New teachers are retained with support from a trained mentor teacher and feedback from instructional coaches and administrators. Veteran teachers are retained by being included in the campus decision making process, opportunities to serve in leadership roles, and professional development opportunities. The campus is committed to the development of new teachers and retaining teachers to ensure growth and success for teachers and students.

Systems in place to support continuous improvement including Daily PLCs for core teachers, district planning days for all teachers, the implementation of Model Classroom Project. Core teachers have access to district curriculum with required resources and the TEKS resource system. In the summer, teachers were invited to attend training on Model Classroom Project, Sheltered Instruction, and PD of their choice. Teachers at CCMS will continue to be supported and trained throughout the school year with PD on Model Classroom Project. Implementation of Model Classroom Project, Sheltered Instruction, and the B.I.G. 8 is monitored by administrators by reviewing lesson plans and with walk-throughs. Instructional coaches support continuous improvement by leading PLCs and data analysis meetings, and working with teachers on a coaching cycle.

## Staff Quality, Recruitment, and Retention Strengths

Campus Instructional Coaches support all PLC's with lesson planning, resources, alignment, and in-class coaching opportunities. The needs of new teachers, veteran teachers, and substitutes are addressed. New teachers are assigned a trained campus teacher mentor. Teachers are given leadership roles within campus committees and are included in the campus decision making process.

Teachers are provided a guaranteed and viable curriculum. The YAG, pacing, and required resources are determined in the summer by the Curriculum Council. CCMS had representation in all core areas at Curriculum Council.

Teachers are supported with ongoing PD for Model Classroom Project and B.I.G. 8 Instructional Strategies. Instructional coaches are able to refine, model, and support implementation of these teaching strategies.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Campus turnover rate exceeds district and state averages **Root Cause:** The job market for highly qualified teachers is competitive and many of the teachers recruited this year had multiple job offers from competing districts.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The curriculum implemented by CCMS is directly linked to the TEKS. Teachers attend a Curriculum Council in the summer and create the YAG and decide on required resources and pacing for core subjects. Teachers can access the TEKS and ELPS through the TEKS Resource System.

Data is used to inform teaching practices, identify SEs to reteach, to create STAAR camps, and to identify instructional priority planning prior to the beginning of the school year.

Curriculum and pacing are monitored throughout the year by instructional specialists, instructional coaches, administrators, and department heads. Teachers work together in PLCs with the instructional coaches to create exemplar lessons. Historical data trends have revealed that a focus on implementation of the B.I.G. 8, Sheltered Instruction, and Model Classroom Project are needed to close achievement gaps for special education, English language learners, and economically disadvantaged populations. Implementation of these programs will place CCMS in vertical alignment with CCIS and CCHS. These are high yield teaching strategies that will be supported with ongoing PD from the director of Model Classroom Project and district specialists for the B.I.G. 8. Sheltered instruction will be monitored and supported by CCMS administration.

To provide a focus on reading, ELA instructional coaches and teachers are trained on the components of balanced literacy. ICs are able to support teachers with coaching cycles and best practices in literacy. ICs are able to model and monitor implementation of B.I.G. 8 and Classroom Model Project. Students that struggle with reading have been identified and placed in reading intervention classes as part of academic RtI.

Instructional design and delivery of Model Classroom Project is intended to support high yield instructional impact on all students by focusing on a three-part object, an independent warm up, interactive lesson opening, academic vocabulary enhancement, randomizing questions (so all students have an opportunity to participate), and lesson reflection. Implementation of this instructional design approach will maximize student engagement and create a classroom environment conducive to higher order thinking and problem solving.

Common assessments, district assessments, and mock STAAR tests are aligned to the rigor of STAAR. Common assessments are teacher generated and designed to be used in fair and equitable manner that will show student mastery of concepts. The scope of all assessments will provide a comprehensive understanding to draw conclusion about student achievement.

Teachers work with instructional coaches and administrators in PLC. Instructional coaches and administrators will continue to monitor and support high functioning PLCs by training teachers on their roles and responsibilities in PLC.

## Curriculum, Instruction, and Assessment Strengths

CCMS had representation in all core areas at the Curriculum Council.

Instructional coaches support all of the core content areas. The instructional coaches are able to develop and support best teaching practices in literacy and all core areas. The ICs are able to train, support, and monitor the implementation of B.I.G. 8 and Model Classroom Project by working with teachers in PLC to create exemplar lessons, modeling for them, and providing teachers with meaningful feedback.

The administration supports the implementation of B.I.G. 8, Model Classroom Projects, and Sheltered Instruction with fidelity. Administrators participate in PLCs, review lesson plans, and support teacher success through feedback from walk-throughs.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** All teachers are CCMS are not ESL endorsed. **Root Cause:** ESL endorsement is only required for ELA teachers and new teachers to the district.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Teachers routinely communicate with parents by calling home, participating in parent conferences when requested or needed, and making comments on the 6 weeks report cards.

CCMS will build the capacity for parent involvement by hosting an Annual Title 1 Meeting in conjunction with Literacy Night, hosting meetings in Spanish for newcomers, Connexcion (Connection) Meetings, Open House Night, and creating the Parent-Student Compact with parents and teachers. Newcomer and Connexcion meetings directly address the needs of parents of EL students. Parents are encouraged to attend and cheer for athletic, choir, dance, theater arts, and band competitions and shows.

Health and human services are available to support students and families including free vision, hearing, and scoliosis screening, partnerships with Bluebonnet Trails and other outside counselors, a district homeless liaison, and an annual health fair in the spring. In the winter, free coats are distributed to families.

Members of the front office staff speak Spanish, and when needed translators are available for ARDs, 504 meetings, and parent-teacher conferences. Phone blasts go out in English and Spanish, as well as emails and texts from the principal. Communication with parents and community members is provided through various mediums. Information about CCMS is found on the district website, school website, CCMS Facebook, and CCMS PTA Facebook page.

To encourage connections to the community, the district provides adult education programs including free English speaking and GED classes. Staff and students are involved in community activities including volunteer hours for NJHS and StuCo members and campus participation in the Hope Strong campaign to raise money for childhood cancer.

End of year surveys show that the community views the school in a positive manner as a place where students can learn. CCMS works diligently with community partners including counselors from Bluebonnet Trails, the homeless liaison, the truancy officer, and campus SRO. CCMS office staff received customer service training to ensure visitors are treated with kindness and respect on the phone and at the campus. Establishing a welcoming school is a priority for CCMS.

## Parent and Community Engagement Strengths

CCMS has established an environment of being a welcoming school where academic achievement and student safety is a priority. Office staff are friendly on the phone and in person. Additionally, staff members are able to speak in Spanish.

CCMS has engendered trust with the community by providing communication through various mediums that communicated school events, academic concepts being studied, and transparent communication on school safety concerns.

The staff at CCMS continues to work with community, campus, and district partners to ensure student safety and the academic needs of all students are met.

# School Context and Organization

## School Context and Organization Summary

Current admin team are currently in their second school year. Counseling team is comprised of two new to campus counselors.

The CCMS campus is supported by service center staff including core content specialists that visit the campus, work with instructional coaches, and support teachers in planning and implementation of lessons. A regular weekly schedule is provided to campuses and a summary of services provided and time spent on the campus is sent to campus administrators weekly.

Teachers have a voice in decision making and school policies by serving on committees and communicating with instructional coaches or department heads. All administrators have open door policy for communication. Teachers may serve on the Curriculum Council to make decisions regarding the YAG, assessments, pacing, and activities. Teachers work in PLCs to create common assessments and work with district specialist to vet district assessments.

## School Context and Organization Strengths

Support from the service center has provided student success on STAAR and support for all teachers.

CCMS is recognized as a positive campus by parents, teachers, and the community.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Campus is implementing practices slower than expected. **Root Cause:** Teacher turnover necessitates focus on base level campus norms and systems.



# Technology

## Technology Summary

CCMS has deployed classroom set of chromebooks to all classrooms with the exception of gym and band. Consistent access to district intervention software, Amplify, continues to be a struggle for some students due to back-end database communication issues between BISD and Amplify servers.

## Technology Strengths

CCMS has a wireless infrastructure with access to the district network. The infrastructure was recently updated with a stronger bandwidth to provide access and support for more students to be online at the same time.

Technology is incorporated in core and elective classes. Robotics, College, Career, and Military Readiness, and Technology Applications are elective classes that teach and utilize technology on a daily basis.

Students are taught how to be safe online and how to be appropriate when using technology. The campus supports the use of Bring Your Own Technology as an avenue for students to access digital information.

Students have access to Chromebooks, iPads, and printers. Some staff members use Google Classroom, Flip Grid, and other apps. Many students take STAAR tests and TELPAS online with embedded supports. The trend is that more students are testing online. All of the algebra tests at CCMS are given online and traditionally have a high passing rate.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Not all students are accessing reading intervention software consistently during Eagle Time **Root Cause:** A combination of server and access point issues limit timely connection.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

## Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

## Parent/Community Data

- Parent surveys and/or other feedback

# Goals







**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.








**Performance Objective 1:** Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Aligned Performance Objective: Implement Social Emotional Learning (SEL) curricular resources focused on building community within our classrooms, addressing students' social and emotional needs, and teaching stress management techniques

**Evaluation Data Sources:** Observational data, Brag Board data, and Discipline data

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Implement campus training resources to ensure meaningful and timely training on MTSS best practices <b>Strategy's Expected Result/Impact:</b> Staff will be better able to support and manage students resulting in a decrease in disciplinary incidents. <b>Staff Responsible for Monitoring:</b> MTSS Coach  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner. <b>Strategy's Expected Result/Impact:</b> Framing behavior in terms of what is allowed vs what is not allowed will give students a better understanding of expected behavior resulting in decreased disciplinary incidents. <b>Staff Responsible for Monitoring:</b> MTSS Coach  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Each teacher at CCMS will have a minimum of 10 positive parent contacts per grading cycle. <b>Strategy's Expected Result/Impact:</b> Increased parental awareness and involvement resulting in reduced disciplinary incidents. <b>Staff Responsible for Monitoring:</b> MTSS Coach  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			










**Goal 1: Student Success and Well-Being:** We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 2:** Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.

Aligned Performance Objective: Increase students' positive self perception of self-management and growth mindset skills

**Evaluation Data Sources:** Panorama SEL student surveys administered two times per year, observational data, and discipline data,

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Create a plan to address Social Emotional Learning teacher and student survey data <b>Strategy's Expected Result/Impact:</b> By reviewing and acting upon student and teacher feedback we will be better able to address SEL needs resulting improved campus climate <b>Staff Responsible for Monitoring:</b> MTSS Coach  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Conduct campus investigations that promote and support a safe and orderly learning environment. <b>Strategy's Expected Result/Impact:</b> Equitable findings that positively impact classroom and building-wide learning environments. <b>Staff Responsible for Monitoring:</b> Campus administration	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Regular review of campus discipline dashboard to identify trends, disproportionality, and possible adaptations <b>Strategy's Expected Result/Impact:</b> Consistent data that reflect equitable disciplinary practices. <b>Staff Responsible for Monitoring:</b> Campus administration	Formative		Summative
	Nov	Feb	Apr
			



No Progress



Accomplished



Continue/Modify



Discontinue







**Goal 1: Student Success and Well-Being:** We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 3:** Strategic Priority: BISD will develop systems and structures that value student ownership of their academic and behavioral success.

















Aligned Performance Objective: Increase the percentage of students at Meets Grade Level on STAAR Math from 27% to 35% and STAAR Reading from 34% to 39%

**Evaluation Data Sources:** 2023 Accountability Data, AT data, Mock STAAR Data, Formative assessment data,

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Solicit input from campus instructional leaders on grade-appropriate and feasible academic and behavioral measures for individual student goal setting <b>Strategy's Expected Result/Impact:</b> Establishment of individual student goals promote student ownership over academic performance <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Build capacity in all campus teams to implement and facilitate effective PLC structures <b>Strategy's Expected Result/Impact:</b> Increased PLC effectiveness resulting improved student learning <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> Stipend for PLC Leads - 211 - Title I, Part A - \$14,809.50	Formative		Summative
	Nov	Feb	Apr
			



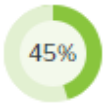



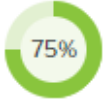

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Provide training and coaching for Model Classroom Project (MCP) with the Curriculum Project <b>Strategy's Expected Result/Impact:</b> Establish and reinforce baseline and standardized classroom practices to improve student performance <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction <b>Funding Sources:</b> MCP Coaching - 211 - Title I, Part A - \$13,000	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Implement campus-wide expectations and policies ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives. <b>Strategy's Expected Result/Impact:</b> Increased student engagement resulting in improved student academic performance <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Support students through after school and Saturday tutoring and attendance recovery <b>Strategy's Expected Result/Impact:</b> Increased student performance on all STAAR tests and Algebra I EOC. <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>Funding Sources:</b> Staff and Supplies - 211 - Title I, Part A - \$7,606.14	Formative		Summative
	Nov	Feb	Apr
			
Strategy 6 Details	Reviews		
<b>Strategy 6:</b> Develop comprehensive technology integration protocols including 1:1 device utilization, systems, and processes. <b>Strategy's Expected Result/Impact:</b> Increased access to and utilization will better prepare students for 21st century careers. <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Funding Sources:</b> Chromebooks - 211 - Title I, Part A - \$10,500	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 1:** Strategic Priority: BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.

Aligned Performance Objective: Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading

**High Priority**  
**Evaluation Data Sources:** 2023 Accountability Data  
**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide support for classroom co-teach models specifically focused on small groups, stations, and parallel teaching <b>Strategy's Expected Result/Impact:</b> Improved instructional practice resulting in increased student achievement <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement a formative assessment process for monitoring Emergent Bilingual performance in listening, speaking, reading, and writing. <b>Strategy's Expected Result/Impact:</b> Utilization of formative data to inform classroom practices resulting in attainment of TELPAS progress indicator <b>Staff Responsible for Monitoring:</b> TELPAS CTC  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> Headphone with Microphones - 211 - Title I, Part A - \$3,000	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement coordinated and proactive structures to address intervention and/or enrichment for all students <b>Strategy's Expected Result/Impact:</b> Student will receive timely and targeted intervention and enrichment resulting improved student achievement <b>Staff Responsible for Monitoring:</b> Instructional Coaches  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Staff and equip support classes in Math, Read, and Writing. <b>Strategy's Expected Result/Impact:</b> Growth measures for students enrolled reading and math classes. Improved Domain I scores. <b>Staff Responsible for Monitoring:</b> Campus administration, Instructional coaches, Read Lab, Math Lab, and Creative Writing Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			




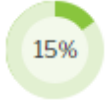


**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.











**Performance Objective 2:** Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Aligned Performance Objective: Increase training and coaching on implementing the teaching and learning strategies of academic conversations, explicit vocabulary instruction, and higher order thinking questions for all grades levels and content areas

**Evaluation Data Sources:** Training resources, observational data, T-TESS data

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Create a focused, year-long plan for training, implementing and monitoring of campus and district instructional priorities including MCP and Big 3 <b>Strategy's Expected Result/Impact:</b> Increased teacher instructional efficacy and consistency resulting in improved student achievement <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Create a structure for cross-campus peer observation of campus and district instructional strategies. <b>Strategy's Expected Result/Impact:</b> Increased teacher instructional efficacy and consistency resulting in improved student achievement <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Funding Sources:</b> Substitute Teachers - 211 - Title I, Part A - \$1,000	Formative		Summative
	Nov	Feb	Apr
			

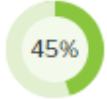









Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Ongoing training and support for campus instructional leaders <b>Strategy's Expected Result/Impact:</b> Increase campus instructional leadership capacity <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Funding Sources:</b> - 211 - Title I, Part A - \$5,000	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Staff campus with second instructional coach <b>Strategy's Expected Result/Impact:</b> Increased instructional support for teacher resulting in improved student achievement <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> Instructional Coach - 211 - Title I, Part A - \$70,638	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 3:** By June 2022, CCMS will develop comprehensive technology integration protocols, systems, and processes to prepare for 1:1 device ratio

**Evaluation Data Sources:** BISD Technology Audit Results

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Increase teacher, student, and family training on online learning platforms including learning management systems and video conferencing software <b>Strategy's Expected Result/Impact:</b> Increased teacher efficacy engaging and instruction online learners <b>Staff Responsible for Monitoring:</b> Campus and District leadership  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Develop and sustain a 1:1 student to device ratio <b>Strategy's Expected Result/Impact:</b> Increased student access to devices <b>Staff Responsible for Monitoring:</b> Campus Principal  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







**Goal 3:** Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.








**Performance Objective 1:** Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

Aligned Performance Objective: Student attendance will increase from 89.6% to 97%

**Evaluation Data Sources:** Skyward reports, PEIMS attendance reports

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Implement a written process for truancy prevention to monitor students with chronic absences or who are at high risk for not meeting attendance requirements <b>Strategy's Expected Result/Impact:</b> Increased student attendance and reduced chronic absenteeism <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Provide training to campus staff on the district's procedures and supports to address attendance requirements <b>Strategy's Expected Result/Impact:</b> Increased awareness for procedures and supports for staff will improve their ability to respond to and support student with attendance concerns there by increasing student attendance. <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Recognition of students and parents, guardians, or caregivers for improved school attendance and perfect attendance <b>Strategy's Expected Result/Impact:</b> Engagement and acknowledgement of stakeholders will create buy in to attendance initiatives thereby improving school attendance for students <b>Staff Responsible for Monitoring:</b> Attendance Team  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			



**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.







**Performance Objective 2:** Strategic Priority: BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.








Aligned Performance Objective: Survey data will show increased positive perceptions of physical and psychological safety at schools

**Evaluation Data Sources:** Panorama SEL student surveys administered two times per year (school safety measure)

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continued focus on Safety and Security with expansion in to "Sense of Belonging"

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide safety drill training and debrief for staff and students throughout the year <b>Strategy's Expected Result/Impact:</b> Increased clarity for the role staff and students in campus safety. <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Analyze visitor check-in/check-out practices to determine possible training and/or resource needs <b>Strategy's Expected Result/Impact:</b> Review of process and systems may show areas of need that can be improved upon thereby increase campus safety. <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Improve facility infrastructure to positively impact campus safety <b>Strategy's Expected Result/Impact:</b> Improved campus safety <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			







**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.








**Performance Objective 3:** Strategic Priority: BISD will enhance its onboarding experience to prepare every new employee for success in BISD.

Aligned Performance Objective: Retain 85% of teachers.

**Evaluation Data Sources:** Staff retention report

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Develop normed tools and processes to conduct observations, capture trends, and track progress over time. <b>Strategy's Expected Result/Impact:</b> Use data to drive training and support to address staff needs creating a supportive environment for teachers thereby increasing retention <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Provide ongoing support for teacher leaders in adult facilitation and team dynamics <b>Strategy's Expected Result/Impact:</b> Increasing campus leadership capacity increases support available to teachers resulting in improved retention  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice. <b>Strategy's Expected Result/Impact:</b> Providing timely and meaningful feedback to teachers will increase retention <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			







**Goal 4:** Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.











**Performance Objective 1:** Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

Aligned Performance Objective: Survey data will show increased positive perceptions of parent and community engagement opportunities

**Evaluation Data Sources:** Stakeholder surveys, staff/family newsletters, agendas, meeting notes, sign-in sheets

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Collaborate with campus PTA to provide support and increase parent engagement efforts <b>Strategy's Expected Result/Impact:</b> Increased parental engagement resulting strengthened partnership with families <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Integrate multiple communication strategies with families into teacher roles and responsibilities <b>Strategy's Expected Result/Impact:</b> Increased parental engagement resulting strengthened partnership with families <b>Staff Responsible for Monitoring:</b> Campus Principal  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Provide capacity-building events for parents and families on critical aspects of student learning <b>Strategy's Expected Result/Impact:</b> Working in conjunction with parents to address needs of students <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Schedule various engagement events such as Coffee with Principal , Open House and Connexions at various times <b>Strategy's Expected Result/Impact:</b> Increased involvement from parents and community stakeholders <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 211 - Title I, Part A - \$4,000	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.







**Performance Objective 2:** Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.








Aligned Performance Objective: Increase in business and community member participation in campus committees and events

**Evaluation Data Sources:** Event listings, staff/family newsletters, agendas, meeting notes, sign-in sheets

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** Continue to work with CTE to implement work based learning opportunities for students

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Engage community and business partners in meaningful opportunities to participate <b>Strategy's Expected Result/Impact:</b> Increased partnership with campus <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture		Formative		Summative
		Nov	Feb	Apr
				
Strategy 2 Details		Reviews		
<b>Strategy 2:</b> Recognize community and business participation and/or sponsorship in campus newsletters and on social media <b>Strategy's Expected Result/Impact:</b> Strengthened engagement and connection with business community <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture		Formative		Summative
		Nov	Feb	Apr
				

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Establish an inclusive campus welcoming system that engages all visitors <b>Strategy's Expected Result/Impact:</b> Increased community engagement by creating a welcoming environment <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			



# State Compensatory

## Budget for Cedar Creek Middle

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 5.16

**Brief Description of SCE Services and/or Programs**

## Personnel for Cedar Creek Middle

<u>Name</u>	<u>Position</u>	<u>FTE</u>
A. Riggins	RtI Paraprofessional	1
B. Hughes Hewitt	Reading Intervention	1
C. Donnelly	ESL Teacher	0.5
I. Martinez	RtI Paraprofessional	1
J. Spiro	Credit Recovery	0.66
K. Grogan	Social Studies CSR	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A. Rubio	ESL Paraprofessional	ESL	.10
G. Martinez	Monitor, Camus Safety	Campus Safety	1.0
M. Heger	Instructional Coach	Curriculum and Instruction	1.0

# Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Stipend for PLC Leads		\$14,809.50
1	3	3	MCP Coaching		\$13,000.00
1	3	5	Staff and Supplies		\$7,606.14
1	3	6	Chromebooks		\$10,500.00
2	1	2	Headphone with Microphones		\$3,000.00
2	2	2	Substitute Teachers		\$1,000.00
2	2	3			\$5,000.00
2	2	4	Instructional Coach		\$70,638.00
4	1	4			\$4,000.00
Sub-Total					\$129,553.64

# Addendums



## Cedar Creek Middle School – Parent and Family Engagement Policy

Parents and staff at Cedar Creek Middle School have developed and agreed on the following Parent and Family Engagement Policy. The policy will be sent home with the last report card of the year and at the beginning of the school year at parent/teacher conferences.

In order to build a dynamic home-school partnership we will provide the following:

- We will hold an annual meeting where parents will learn about the requirements of the school's Title I program and be given an opportunity to become involved with their child's education.
- Parent meetings and conferences will be held at any time in the year in order to best meet the needs of parents and students. Title I funds may be used to pay for any reasonable and necessary expenses such as interpreters, translators, child care or home visit expenses to enable parents to participate in school related meetings and trainings sessions.
- A description and explanation of the curriculum used and the forms of academic assessments used to measure student progress and proficiency levels students are expected to meet will be provided to parents through conferences, meetings, and/or newsletters.
- A school-parent compact designed by parents and school staff that outlines how parents, staff, and the students will share the responsibility for improvement in student academic achievement will be presented.
- Information relating to school and parent programs, meetings, and other activities will be sent to parents in a timely manner.

Parents and community members are always welcome partners. By making suggestions to improve our school and by working together we can make all of the students at Cedar Creek Middle School successful learners.



## Cedar Creek Middle School- Póliza de participación de los padres y la familia

Los padres y el personal de Cedar Creek Middle School han desarrollado y acordado la siguiente póliza de participación de los padres y la familia. La póliza se enviará a casa con el último boletín de calificaciones del año y al comienzo del año escolar en las conferencias de padres/maestros.

Para construir una asociación dinámica entre el hogar y la escuela, proporcionaremos lo siguiente:

- Tendremos una reunión anual donde los padres aprenderán sobre los requisitos del programa Título I de la escuela y tendrán la oportunidad de participar en la educación de sus hijos.
- Las reuniones y conferencias de padres se llevarán a cabo en cualquier momento del año con el fin de satisfacer mejor las necesidades de los padres y los estudiantes. Los fondos del Título 1 pueden usarse para pagar cualquier gasto razonable y necesario, como intérpretes, traductores, cuidado de niños o gastos de cosas al hogar para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas con la escuela.
- Se proporcionará a los padres una descripción y explicación del plan de estudios utilizado y las formas de evaluaciones académicas utilizadas para medir el progreso del estudiante y los niveles de competencia que se espera que alcancen los estudiantes a través de conferencias, reuniones y/ o boletines informativos.
- Un pacto entre la escuela y los padres diseñado por los padres y el personal de la escuela que describe cómo los padres, el personal y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes.
- Información relacionada con la escuela y los programas para padres, reuniones y otras actividades se enviará a los padres de manera oportuna.

Los padres y los miembros de la comunidad siempre son bienvenidos en nuestra escuela. Al hacer sugerencias para mejorar nuestra escuela y al trabajar juntos, podemos hacer que todos los estudiantes de la Escuela Cedar Creek Middle School sean estudiantes exitosos.

# **Bastrop Independent School District**

## **Colorado River Collegiate Academy**

### **2022-2023 Campus Improvement Plan**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in Social Studies  
Top 25 Percent: Comparative Academic Growth  
Top 25 Percent: Comparative Closing the Gaps  
Postsecondary Readiness



**Colorado River Collegiate Academy**  
*Creating Ability Through Effort*

# Mission Statement

We provide all of our students with the opportunity and educational foundation to pave the path to university success by earning an associates degree upon graduation from high school.

# Vision

We envision a successful future in academia for all of our students, sustained by the foundation of an excellent high school education.

# Value Statement

- CRCA's core values:
  - We will respect the learning process.
  - We will exhibit professionalism at all times.
  - We will encourage parental and community involvement.
- We will support the collaborative efforts of Bastrop ISD and Austin Community College.



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

TEA has determined the Access Outcome Based Measures for the 2022-23 school year. There are two reporting categories relevant to the Colorado River Collegiate Academy. They are the percentage of at risk 9th grade students (as compared to the district average) and the percentage of economically disadvantaged students (as compared to the district average).

1. CRCA 9th grade **at risk** enrollment must not be 25% under the district average. Our projected 9th grade at risk enrollment is 57.14%. The projected district average for 9th grade is 68.8%
2. CRCA 9th -12th grade **economic disadvantage** enrollment must not be 10% under the district average. Our 9th - 12th grade projected economic disadvantage enrollment is 52.46%. The projected district average for 9-12 grade is 58.56%

AFRICAN AMERICAN

%

ASIAN

%

HISPANIC

%

TWO OR MORE RACES

%

WHITE

%

### Demographics Strengths

The demographic strengths of the CRCA student body, 9th through 12th grade, lie in its linguistic, racial, ethnic and SES diversity. Creating an academically high achieving student body, through recruitment efforts, that exceeds the Bastrop Independent School District's in the specific indices of the ECHS Blueprint, Benchmark #1 - Target Population, ensures CRCA's adherence to its core mission and reason for existence.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** CRCA's 9-12 grade economically disadvantaged student population has dropped over the last three years. **Root Cause:** Due to the COVID19 pandemic, every student gets a free lunch and the need on the part of the student and their parent to apply for free or reduced lunch has dropped.

# Student Achievement

## Student Achievement Summary

There will always be student achievement needs until all CRCA students; achieve 100% mastery of the TEKS, are TSIA2 compliant in reading, writing and math and earn all college and high school credits necessary for graduation from both CRCA and ACC.

1. 100% of CRCA 10th, 11th and 12th grade students are TSIA2 compliant in ELAR.
2. 75% of CRCA 12th grade students are TSIA2 compliant in mathematics (13 students are not). 54% of CRCA 11th grade students are TSIA2 compliant in mathematics (29 students are not). 13% of CRCA 10th grade students are compliant in mathematics (52 are not).
3. CRCA students had a 82% Successful Course Completion Rate in the Fall of 2021. Data compiled by Austin Community College.
4. CRCA students had a 85% Successful Course Completion Rate in the Spring of 2022. Date compiled by Austin Community College.
5. CRCA students had a 80% Successful Course Completion Rate in the Summer of 2022. Date compiled by Austin Community College.
6. CRCA students had a 84% Successful Course Completion Rate for the 2021-22 school year. Data compiled by Austin Community College.
6. Three students did not meet the approach grade level mark on the 2021-22 STAAR EOC E1. One of these students met the standard in the summer testing.
7. Two students did not meet the approach grade level mark on the 2021-22 STAAR EOC A1. Neither of these student met the standard in summer testing.
8. One student did not meet the approach grade level mark on the 2021-22 STAAR EOC BI. This student met the standard in summer testing.
9. 100% of our students met the approach grade level standard or higher on the 2020-21 STAAR EOC E2 and US exams.

## Student Achievement Strengths

CRCA earned recognition from USNWR as the 168th best public high school in Texas (top 5% in the state). CRCA student TSIA2 compliance in reading and writing is a noted strength. Upperclassman TSIA2 compliance in mathematics is a noted strength. The successful course completion rate, a statistic generated by Austin Community College, is calculated by dividing all of the course completions of an A, B or C by the total enrollment.

Fall 2021 PSAT mean for the class of 2023 was 1056.

Class of 2023 SAT mean (current) 1100.

In the area of state accountability, noted strengths were (distinctions):

No distinctions were awarded for the 2021 - 22 school year.

The Class of 2018 earned 31 Associate Degrees.

The Class of 2019 earned 33 Associate Degrees.

The Class of 2020 earned 34 Associate Degrees.

The Class of 2021 earned 33 Associate Degrees.

The Class of 2022 earned 33 Associate Degrees.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** 12 ninth grade students did not meet the standard on the TSIA2 ELAR exam during the 2021-22 school year. This is the most in CRCA's history. **Root**

**Cause:** The learning gap caused by the COVID19 Pandemic impacted our students' TSIA2 performance.

# School Culture and Climate

## School Culture and Climate Summary

Key data points in analyzing our school's culture and climate are:

- CRCA's ADA for the 2021-22 school year was 94.21%.
- There were two placements for ISS during the 2021-22 school year.
- 3 students were suspended (out of school) for a total of 9 days (aggregate days of missed instruction).
- There were three mandatory placements at DAEP during the 2021-22 school year.

While students give up participation in UIL Athletics and Fine Arts in order to attend CRCA, they do not live a cloistered life while at school. SUSO (Speak Up, Speak Out), STUCO and NHS are the high profile student organizations at CRCA. CRCA students also participate in Student Life, an ACC student organization. CRCA also held a student dance on 12/11/21 in our cafeteria. Prom, Summer Bridge Camp and TSI Fish Camp were held.

## School Culture and Climate Strengths

CRCA's ADA is one of the primary factor's in our students' academic achievement and success. We have combined high attendance to school with minimal disruption to each student's academic program. The 9th grade PLC that meets each morning, Monday through Thursday, discusses, decides on and implements interventions for students who are struggling in academics and behavior. CRCA does not have an in school suspension area. The administration at CRCA uses restorative practices in disciplinary situations with the intent and effect of minimizing the student's time out of instruction. Simply put, our students are not out of the classroom for discipline reasons.

Beginning the 10th grade year, students are placed in a College Prep Advisory class and remain with that teacher the duration of their high school career. CRCA has three levels of CPA in the 2021-22 school year. We have also added a College Access Specialist to our staff and he has created a GO Center.

CRCA has also been recognized by US News and World Report, Best High Schools (2017, 2018, 2020, 2021 and 2022). CRCA was recognized by ERP as a high poverty, high performing school in 2019.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Student surveys indicate high levels of academic stress. **Root Cause:** CRCA 9th graders begin taking college level courses.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

The staff at the Colorado River Collegiate Academy consists of:

- 3 ELA Teachers - all have MAs and all are adjuncts for ACC
- 3 Math Teachers - one has an MA
- 3 Science Teachers - one MSs and one PhD
- 3 Social Science Teachers - two have MAs, one is a PhD and two are adjuncts for ACC
- 1 College Access Specialist
- 1 Counselor

All of our teachers are highly qualified. CRCA lost one teacher this past year. He left to whereabouts unknown and retired from the profession after 5 years. We also gained a growth position in Science.

## Staff Quality, Recruitment, and Retention Strengths

Eight of our twelve teachers are ESL certified and the four who are not are actively working on the certification. Five of our teachers are ACC adjuncts. One of our ELA teachers and one science teacher have participated in extensive NIMSI training. Both of our math teachers are CMAT trained and one social studies teacher has attended an Advanced Placement summer institute and was a reader for the AP World History exam this past summer. CRCA has a College Access Specialist who, in addition to monitoring the students at ACC four days a week, is actively working on the students' transition from high school and community college to university.

The CRCA teaching staff mirrors the diversity of our student body. Our teachers have an international flair, coming from the UK, Mexico and Rwanda as well as all parts of Texas. The CRCA administrative staff employs a unique interview protocol in recommending new staff members for hire.

CRCA has only had one teacher leave over the past three years.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Collaboration among CRCA teachers regarding curriculum and instruction is limited. **Root Cause:** All CRCA teachers are singletons in what they teach.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

CRCA students in the tested areas of the curriculum, participate in the BISD academic targets and mock EOC assessments. CRCA district assessment data follows (2021-22 data):

- Eng 1 AT - 83/69/31
- Eng 1 MEOC - 89/76/24
- Eng 2 AT - 94/83/31
- Eng 2 MEOC - 98/92/24
- US AT - Did not participate because of the scope and sequence of HIST 1301 at ACC
- US MEOC - 96/86/60
- Alg 1 AT - 82/38/21
- Alg 1 MEOC - 97/58/21
- Bio AT - 96/83/29
- Bio MEOC - 96/88/55

As an Early College High School, CRCA shares responsibility in curriculum and instruction with its IHE (Institute of Higher Education) partner, ACC. CRCA's crosswalk of dual credit courses is:

Year/Grade Level	PEIMS Course #	High School Course Name	High School Credits	TCCN #	College Course Name	College Hours	Dual Credit Course Type*		
Year 1/Grade 9	03270100	College Readiness and Study Skills	0.5	EDUC 1300	Effective Learning: Strategies for College Success	3	IHE Staff; In Person		
Total Year 1/ Grade 9			0.5			3			
Year 2/Grade 10	03250100	Theatre Arts 1	1	DRAM 1310	Introduction to Theatre	3	IHE Staff; In Person		
Year 2/Grade 10	03440100	Spanish 1	1	SPAN 1411	Spanish 1	4	IHE Staff; In Person		
Year 2/Grade 10	03240900	Public Speaking 1	1	SPCH 1315	Public Speaking	3	IHE Staff; In Person		



Year/Grade Level	PEIMS Course #	High School Course Name	High School Credits	TCCN #	College Course Name	College Hours	Dual Credit Course Type*		
Year 2/Grade 10	03440200	Spanish 2	1	SPAN 1412	Spanish 2	4	IHE Staff; In Person		
Total Year 2/Grade 10			4			14			
Year 3/Grade 11	03220300	English 3 (A)	0.5	ENGL 1301	English Composition 1	3	IHE Staff; In Person		
Year 3/Grade 11	03380002	Special Topics in Social Studies	0.5	HIST 1301	United States History 1	3	IHE Staff; In Person		
Year 3/Grade 11	03220300	Spanish 3	1	SPAN 2311	Spanish 3	3	IHE Staff; In Person	*HUMA 1302	*MATH 1314 (College Algebra)
Year 3/Grade 11	03220300	English 3 (B)	0.5	ENGL 1302	English Composition 2	3	IHE Staff; In Person		
Year 3/Grade 11	03340100	US History Studies Since 1877	1	HIST 1302	United States History 2	3	IHE Staff; In Person		
Year 3/Grade 11	03370100	Sociology	0.5	SOCI 1301	Introduction to Sociology	3	IHE Staff; In Person	*MATH 1316 (Trigonometry)	
Total Year 3/Grade 11			4			18			
Year 4/Grade 12	03220400	English 4	1	ENGL 2322	British Literature 1	3	IHE Staff; In Person		
Year 4/Grade 12	03330100	United States Government	0.5	GOVT 2305	United States Government	3	IHE Staff; In Person		
Year 4/Grade 12	03020000	Environmental Science	1	BIOL 1408	Biology	4	IHE Staff; In Person		

Year/Grade Level	PEIMS Course #	High School Course Name	High School Credits	TCCN #	College Course Name	College Hours	Dual Credit Course Type*		
Year 4/Grade 12	13016900	Statistics and Business Decision Making	1	MATH 1332	College Mathematics	3	IHE Staff; In Person	*MATH 2412 (Pre-calculus)	
Year 4/Grade 12	03350100	Psychology	0.5	PSYC 2301	Introduction to Psychology	3	IHE Staff; In Person		
Year 4/Grade 12	03380022	Special Topics in Social Studies	0.5	GOVT 2306	Texas State and Local Government	3	IHE Staff; In Person		
Year 4/Grade 12	03020000	Earth and Space Science	1	BIOL1309	Life on Earth	3	IHE Staff; In Person	*MATH 2413 (Calculus 1)	
Year 4/Grade 12	03310300	Economics	0.5	ECON 2301	Principles of Macroeconomics	3	IHE Staff; In Person		
Year 4/Grade 12			0.5				IHE Staff; In Person		
Total Year 4/ Grade 12			6			25	IHE Staff; In Person		
Degree Plan Total			14.5			60			

### Curriculum, Instruction, and Assessment Strengths

Early college high schools use a common instructional framework with a core of six instructional strategies. The academic success of students in ECHS, throughout Texas and the United States, is due to the intentional use of these strategies in the instructional delivery. Classrooms of profound teaching and learning, focused on a college preparatory curriculum, are created through the use of the common instructional framework. These strategies allow all students to access content, at rigorous levels, and enable our students to meet the college readiness standards. The use of the six strategies unequivocally empowers CRCA students, placing them in actively directing their learning. The strategies employed in CRCA classrooms are; collaborative group work, writing to learn, scaffolding, questioning, classroom talk and literacy groups.

## **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** CRCA's student achievement data dipped slightly last year. **Root Cause:** CRCA students were adapting to the return to in person learning.

# Parent and Community Engagement

## Parent and Community Engagement Summary

During the 2021-22 school year, CRCA held the following parent information nights:

- Grade level meetings with parents 9th (9/20), 10th (9/16), 11th (9/21), 12th (9/23)
- Parent Information and Recruitment Night for prospective students- 11/9 (BMS) and 11/11 (CCMS)
- Student/Parent Acceptance Night - 5/3
- Open House - was held in conjunction with grade level meetings
- PTSA Meetings - 11/10, 12/8, 1/5, 2/2, 3/2, 4/6, 5/4
- FAFSA Parent Information Night/Work Sessions- 10/5, 11/3
- NHS Induction - 5/18
- ACC Graduation - 5/13
- ACC Chancellor's Reception - 5/5
- Awards Ceremony - 5/21

Bilingual support is provided at all parent meetings. In addition to the parent meetings, the CRCA Counselor meets with every rising 9th grade parent to discuss and sign off on their student's four year plan and endorsement.

CRCA's website is kept up to date and contains important links for our college going clientele.

## Parent and Community Engagement Strengths

CRCA parent meetings are well attended. The upperclassmen at CRCA participate in recruitment of younger students at Bastrop and Cedar Creek Middle Schools. CRCA's student group, SUSO, conducted two community wide service projects during the 2021-22 school year and our NHS also conducted a service project. We continue the recycling program established four years ago.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Recruitment of new 9th grade students continues to challenge CRCA. **Root Cause:** More parent outreach to BMS and CCMS 8th grade parents is needed.

# School Context and Organization

## School Context and Organization Summary

Instruction and guarding the time our students spend in the academic core are key drivers in the success of CRCA. To that end, the following are important considerations in determining our context and organization:

- 9th grade PLC meets Monday - Thursday from 8:40 to 9:30 in the morning.
- Whole school PLC meets on Fridays from 8:00 to 8:40 in the morning.
- Teachers do not have duty stations. They are in their classrooms with students.
- The Principal assumed all of the duty assignments before and after school as well as at lunch.
- The master schedule is designed by the Principal and mitigates the disruption the CCHS shuttle has on the academic day of the students. No core academic classes are held before 9:30 in the morning or after 3:40 in the evening.
- The schedule of ACC classes is determined by the Principal and the IHE Liaison. No ACC course begins before 9:30 and all end before 2:00 in the afternoon so that our students are able to make the CCHS shuttle home.
- Intervention Fridays are scheduled in a manner to maximize student time in the class/content they need the most work with. To that end the principal schedules all students for their Friday classes.
- After school tutorials are held and the students access the Beyond the Bell bus at 6:00 in the evening in order to get home.
- An end of the year design team meeting of the entire staff is held annually to determine the effectiveness of CRCA's systems and make refinements.
- TSI testing is conducted in a manner so as to avoid disrupting teaching and learning. Most testing is conducted on Saturdays.
- CRCA has a proscribed recruitment process for 8th and 9th grade students.
- Weekly, informal meetings with the principal began in the Spring. Faculty attended as they saw fit.

## School Context and Organization Strengths

CRCA's organization and structures maximize time spent on teaching and learning while efficiently accommodating the myriad of ancillary tasks necessary in running an early college high school. Although each teacher at the Colorado River Collegiate Academy is the only teacher of the course at the school, our commitment to the PLC process is unmatched. The Colorado River Collegiate Academy received 'Full Designation' from TEA beginning in the 2017-18 school year. As an ECHS, CRCA and BISD must apply for re-designation from TEA each year. The 'Full Designation' label means that CRCA has met the objectives of each of the six benchmarks in the ECHS Blueprint as well as the Outcome Based Measures (OBMs) and does not require additional oversight from TEA in its operations.

CRCA earned national recognition from US News and World Report in 2017, 2018, 2020, 2021 and 2022. In 2022, USNWR designated CRCA as the #168th best public high school in Texas, placing the school in the top 5% of all public high schools in the state and nation.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** CRCA's IHE, the Austin Community College, is 20 miles away. **Root Cause:** Voters in BISD did not approve annexation by ACC back in 2014.

# Technology

## Technology Summary

Important considerations in determining the state of technology and its use at CRCA during the 2020-21 school year are:

- There is a 1:1 laptop to student ratio.
- Google Classroom is widely used in all classes.
- Students attending ACC use Blackboard in all classes.
- All CRCA classrooms have an interactive projector and ELMO.
- CRCA has developed a Biology, Chemistry and Physics Labs from scratch.
- CRCA is a tech friendly campus and students are allowed to use their own technology during the instructional day.
- All state testing is conducted electronically, unless mandated otherwise by a student's ARD or 504 staffing.
- CRCA students have to access courses ACC Online.

## Technology Strengths

CRCA is the focal point in Bastrop ISD in the development of a blended learning environment. Our students interact with their ACC adjuncts and CRCA teachers in both the physical and cyber realm. Blackboard, the LMS employed by ACC faculty, is replaced by Schoology when the students are working with their CRCA teachers. Google docs and sheets are routinely used by the CRCA students in their social studies and ELA classes at CRCA.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Students struggle moderately when working virtually with ACC. **Root Cause:** BISD's cybersecurity wall is very high.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dual-credit and/or college prep course completion data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data



- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- T-PESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals






**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.











**Performance Objective 1:** Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Aligned Performance Objective: Implement Social Emotional Learning (SEL) curricular resources focused on building community within our classrooms, addressing students' social and emotional needs, and teaching stress management techniques.

**Evaluation Data Sources:** Discipline Data

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> All CRCA staff will attend the Trauma Informed Schools Training as well as training in sexual abuse, human trafficking and other maltreatment of children, during the district PD week to start school. <b>Strategy's Expected Result/Impact:</b> CRCA faculty and staff will understand their role in preventing the abuse of children and increasing their efficacy in managing student behavior. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> CRCA will continue education for teachers and staff on trauma sensitive care on how grief and trauma affects student learning and behavior. <b>Strategy's Expected Result/Impact:</b> Teacher - student interaction will be more effective in all situations. <b>Staff Responsible for Monitoring:</b> Counselor, Assistant Principal and Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> CRCA will establish common campus expectations through an active PBIS committee. <b>Strategy's Expected Result/Impact:</b> Student behavior expectations will be consistent across classrooms and teacher at CRCA. <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> CRCA Counselor and College Access Specialist will provide ongoing SEL lessons and support for all CRCA students. <b>Strategy's Expected Result/Impact:</b> CRCA's low disciplinary referral rate will continue unabated. <b>Staff Responsible for Monitoring:</b> Counselor and College Access Specialist  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.










**Performance Objective 2:** Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.










Aligned Performance Objective: Increase students' positive self perception of self-management and growth mindset skills.








**Evaluation Data Sources:** Discipline Data

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> The principal and assistant principal will discuss all discipline infractions and agree on coding. <b>Strategy's Expected Result/Impact:</b> Alignment of coding between administrators at CRCA. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> The assistant principal will advise the principal of all district changes in regards to discipline coding. <b>Strategy's Expected Result/Impact:</b> Alignment of coding to district expectations. <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details		Reviews		
<b>Strategy 3:</b> CRCA administration will conduct campus investigations that promote and support a safe and orderly learning environment. <b>Strategy's Expected Result/Impact:</b> There will be a decrease in disciplinary and bullying incidents at CRCA. <b>Staff Responsible for Monitoring:</b> Assistant Principal and Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1		Formative		Summative
		Nov	Feb	Apr
				
Strategy 4 Details		Reviews		
<b>Strategy 4:</b> CRCA administration and teachers will implement the district wide MTSS practices and training in bullying prevention. <b>Strategy's Expected Result/Impact:</b> A greater number of 9th, 10th and 11th grade students will decide to stay at CRCA rather than transferring to BHS or CCHS. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1		Formative		Summative
		Nov	Feb	Apr
				
Strategy 5 Details		Reviews		
<b>Strategy 5:</b> CRCA administration will address bullying in a consistent manner with other campuses in the district per district training. <b>Strategy's Expected Result/Impact:</b> Bullying investigations at CRCA will follow district protocols. <b>Staff Responsible for Monitoring:</b> Assistant Principal and Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1		Formative		Summative
		Nov	Feb	Apr
				

Strategy 6 Details	Reviews		
<b>Strategy 6:</b> All disciplinary data will be reviewed on a monthly basis by the safety committee and administration. <b>Strategy's Expected Result/Impact:</b> CRCA's low disciplinary referral rate will continue unabated. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
Strategy 7 Details	Reviews		
<b>Strategy 7:</b> All disciplinary infractions will be entered into Skyward by an administrator at CRCA. <b>Strategy's Expected Result/Impact:</b> Consistency in use of discipline codes and entry will result in data that is sound. <b>Staff Responsible for Monitoring:</b> Assistant Principal and Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
Strategy 8 Details	Reviews		
<b>Strategy 8:</b> Ensure students have a learning environment where their physical and emotional well being and safety are prioritized daily. <b>Strategy's Expected Result/Impact:</b> CRCA students will make note of how safe they feel in any and all surveys given to them. Increased student achievement and attendance will also be realized. <b>Staff Responsible for Monitoring:</b> All Staff  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			

Strategy 9 Details	Reviews		
<b>Strategy 9:</b> CRCA will implement the BISD MTSS model to address the whole child. <b>Strategy's Expected Result/Impact:</b> Student achievement will increase and students will have a greater sense of efficacy in the academic world. <b>Staff Responsible for Monitoring:</b> Teachers, Administration and Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
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**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 3:** Strategic Priority: BISD will develop systems and structures that value student ownership of their academic and behavioral success.




Aligned Performance Objective: Increase the percentage of students at Meets Grade Level on STAAR Math from 84% to 90% and STAAR Reading from 95% to 95%.








**Evaluation Data Sources:** Spring STAAR EOC scores  
 BISD Academic Target and Mock STAAR EOC scores

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Ensure interventions and supports are provided and documented for students to address instructional gaps and deficiencies due to COVID-slide. All CRCA students are scheduled into Friday tutorial classes based on their academic needs. The Friday classes are intervention and extension support classes, tailored to the individual needs of the students.</p> <p><b>Strategy's Expected Result/Impact:</b> Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are:</p> <p>English 1 EOC - 100/95/25</p> <p>English 2 EOC - 100/95/25</p> <p>Algebra 1 EOC - 100/90/45</p> <p>Biology EOC - 100/90/45</p> <p>US History EOC - 100/90/60</p> <p><b>Staff Responsible for Monitoring:</b> The principal creates each CRCA student's Friday schedule (based on testing data). The counselor loads the schedules into Skyward. The academic core teachers teach the classes.</p> <p><b>ESF Levers:</b>            Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>- Superintendent Goals:</b>            SG 1</p>	Formative		Summative
	Nov	Feb	Apr
			



Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Ensure interventions and supports are provided and documented for students to address instructional gaps and deficiencies due to COVID-slide. All CRCA teachers will enact a mandatory tutorial for students whose grades fall below an 80. English 1, English 2, Biology, Algebra 1 and US History teachers will require tutorials for students performing below the satisfactory mark on district assessments. Students who require transportation after school will access the late bus from the BTB After School Program.</p> <p><b>Strategy's Expected Result/Impact:</b> Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are:</p> <p>English 1 EOC - 100/95/25</p> <p>English 2 EOC - 100/95/25</p> <p>Algebra 1 EOC - 100/90/45</p> <p>Biology EOC - 100/90/45</p> <p>US History EOC - 100/90/60</p> <p><b>Staff Responsible for Monitoring:</b> Academic core teachers will run the tutorials before and after school.</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>- Superintendent Goals:</b> SG 1</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Ensure interventions and supports are provided and documented for students to address instructional gaps and deficiencies due to COVID-slide. A zero period RTI is built into every student's schedule. Zero period is 4:00 to 4:30 each day.</p> <p><b>Strategy's Expected Result/Impact:</b> Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are:</p> <p>English 1 EOC - 100/95/25</p> <p>English 2 EOC - 100/95/25</p> <p>Algebra 1 EOC - 100/90/45</p> <p>Biology EOC - 100/90/45</p> <p>US History EOC - 100/90/60</p> <p><b>Staff Responsible for Monitoring:</b> The counselor has scheduled all of the students. Each teacher is on duty and has a section.</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>- Superintendent Goals:</b> SG 1</p>	Formative		Summative
	Nov	Feb	Apr
			
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**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.








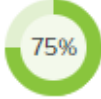

**Performance Objective 1:** Strategic Priority: BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.

Aligned Performance Objective: Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading.

**Evaluation Data Sources:** TTESS Appraisals, Master Schedule, STAAR EOC results

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	Apr
<p><b>Strategy 1:</b> Ensure interventions and supports are provided and documented for students to address instructional gaps and deficiencies due to COVID-slide. English Learners and special education students attending CRCA access the same academic supports as the rest of the student body. These supports are augmented by their individual accommodations per their LPAC and IEP directives.</p> <p><b>Strategy's Expected Result/Impact:</b> Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are:</p> <p>English 1 EOC - 100/95/25</p> <p>English 2 EOC - 100/95/25</p> <p>Algebra 1 EOC - 100/90/45</p> <p>Biology EOC - 100/90/45</p> <p>US History EOC - 100/90/60</p> <p><b>Staff Responsible for Monitoring:</b> The principal is the testing coordinator and insures that accommodations are provided for.</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>- Superintendent Goals:</b> SG 2</p>			

Strategy 2 Details	Reviews		
<b>Strategy 2:</b> In accordance with HB4545, CRCA will provide tutoring (small group instruction) and progress monitoring to the 9th grade students identified as being at risk of not approaching the standard on the E1, A1 and BI STAAR EOC exams. <b>Strategy's Expected Result/Impact:</b> Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are:  English 1 EOC - 100/95/25  English 2 EOC - 100/95/25  Algebra 1 EOC - 100/90/45  Biology EOC - 100/90/45  US History EOC - 100/90/60 <b>Staff Responsible for Monitoring:</b> The 9th Grade interdisciplinary PLC team is in charge of monitoring each of the 9th grader's progress toward the campus STAAR EOC goals.  <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 2	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Require all CRCA teachers to be ESL endorsed. <b>Strategy's Expected Result/Impact:</b> The five CRCA teachers that are not ESL endorsed will earn their certification by the end of the school year. <b>Staff Responsible for Monitoring:</b> Principal  <b>Superintendent Goals:</b> SG 2	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Refine, support and monitor CRCA's content based ESL program. <b>Strategy's Expected Result/Impact:</b> ESL student success will increase. <b>Staff Responsible for Monitoring:</b> LPAC, ELA Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 2	Formative		Summative
	Nov	Feb	Apr
			



No Progress



Accomplished



Continue/Modify



Discontinue







**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.







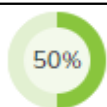
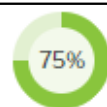
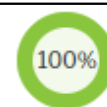
**Performance Objective 2:** Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.








Aligned Performance Objective: Increase training and coaching on implementing the teaching and learning strategies of academic conversations, explicit vocabulary instruction, and higher order thinking questions for all grades levels and content areas.

**Evaluation Data Sources:** PLC Agendas, CRCA Design Team Meeting (EoY)

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide training and support to teacher leads on the effective facilitation of PLCs. The CRCA 9th grade team will meet in PLC, Monday - Thursday, from 8:40 to 9:30. The PLC will determine student interventions, conduct parent contact, review assessment data and make recommendations to the school's administrative staff regarding the 9th grade students and their individual needs. <b>Strategy's Expected Result/Impact:</b> Domains 1-3 in the state accountability system will provide the documentation of whether the 9th grade PLC was successful. <b>Staff Responsible for Monitoring:</b> The CRCA assistant principal will monitor the 9th grade PLC.  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing <b>- Superintendent Goals:</b> SG 2	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Train, support and monitor the fidelity of use of B.I.G. 8 strategies across disciplines at CRCA. The required training of teachers for evaluation and appraisal in TTESS will be conducted during the beginning of the year PD week.. <b>Strategy's Expected Result/Impact:</b> Teachers will know the TTESS timeline, process and their responsibilities regarding the evaluation. <b>Staff Responsible for Monitoring:</b> The campus will use the online TTESS training and documentation of teacher completion will be kept by the TTESS appraisers.  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 2	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Train, support and monitor the fidelity of use of B.I.G. 8 strategies across disciplines at CRCA. All CRCA teachers will participate in the goal setting, pre-conference, formal observation, lesson reflection, post and summative conference cycles of TTESS during the 2022-23 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of the TTESS process will improve each teacher's skills inside the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> The principal and assistant principal will be certified appraisers in TTESS and conduct all aspects of the program with their designated teachers. All parts of the process will be contained in Eduphoria. Electronic signatures will signify completion.</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Superintendent Goals:</b> SG 2</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Train, support and monitor the fidelity of use of B.I.G. 8 strategies across disciplines at CRCA. Walkthrough evaluations will be conducted in an effort to increase instructional effectiveness, teacher understanding of the TTESS rubric and student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Each teacher's understanding of the TTESS rubric will increase over the school year.</p> <p><b>Staff Responsible for Monitoring:</b> The principal and assistant principal will be certified appraisers in TTESS and conduct all aspects of the program with their designated teachers. Walkthrough evaluations will be documented in Eduphoria and electronic signatures will signify the teachers' receipt of the appraisals.</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Superintendent Goals:</b> SG 2</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> Teachers will have access to Nearpod, Google Classrooms and Zoom. ACC adjuncts will use Blackboard.</p> <p><b>Strategy's Expected Result/Impact:</b> Online presentations will be interactive.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- <b>Superintendent Goals:</b> SG 2</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 6 Details	Reviews		
<b>Strategy 6:</b> All CRCA faculty members will meet in a weekly Friday PLC. <b>Strategy's Expected Result/Impact:</b> Teacher leadership will be enhanced. <b>Staff Responsible for Monitoring:</b> CRCA Teachers  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Superintendent Goals:</b> SG 2	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			









**Goal 3:** Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.










**Performance Objective 1:** Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.










Aligned Performance Objective: Student attendance will increase from 94% to 98%.








**Evaluation Data Sources:** Six Weeks, Semesters and EoY ADA

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> CRCA administration and attendance clerk will monitor and implement attendance protocols and procedures to increase attendance rates. <b>Strategy's Expected Result/Impact:</b> EoY ADA will increase. <b>Staff Responsible for Monitoring:</b> Principal and Attendance Clerk  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> All calls and emails will be answered within 24 hours or sooner. <b>Strategy's Expected Result/Impact:</b> Call logs and emails <b>Staff Responsible for Monitoring:</b> All staff  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> The importance of attendance will be explained to students and parents in our parent meetings and weekly announcements. Perfect attendance will be celebrated in CRCA's academic pep rallies. <b>Strategy's Expected Result/Impact:</b> Increased ADA <b>Staff Responsible for Monitoring:</b> Attendance Clerk and Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> The Speak Up, Speak Out student group (SUSO) will conduct a fall and spring service learning project and enter the project in the SUSO competition run by the Annette Strauss Institute for Civic Life at the University of Texas. <b>Strategy's Expected Result/Impact:</b> Documentation of SUSO's success in the projects will be evinced by its place in the fall and spring competitions. <b>Staff Responsible for Monitoring:</b> The SUSO sponsor is responsible for leading the organization in the projects.  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> The NHS and STUCO chapters at CRCA will document two major service learning projects over the school year. <b>Strategy's Expected Result/Impact:</b> Documentation of the NHS and STUCO service learning projects will be noted in its annual report to principal. <b>Staff Responsible for Monitoring:</b> The NHS and STUCO sponsors are responsible for monitoring the organization's work.  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			

Strategy 6 Details	Reviews		
<b>Strategy 6:</b> The Class of 2023 will host CRCA's third Prom in the Spring. <b>Strategy's Expected Result/Impact:</b> The dance is held and the students attend. <b>Staff Responsible for Monitoring:</b> The Student Council Sponsor has taken on the role of organizing Prom.  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 7 Details	Reviews		
<b>Strategy 7:</b> CRCA will hold an academic pep rally at the beginning of each semester. Registration for school clubs, activities and events will occur during the pep rally. Celebrations of academic achievement will occur during the spring semester pep rally. <b>Strategy's Expected Result/Impact:</b> CRCA student life will improve. <b>Staff Responsible for Monitoring:</b> The College Access Specialist will organize the pep rallies.  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 8 Details	Reviews		
<b>Strategy 8:</b> CRCA 10th, 11th and 12th grade students will have the opportunity to join ACC Student Life club. 11th and 12th grade students will have the opportunity to join the ACC Book Club. <b>Strategy's Expected Result/Impact:</b> CRCA student life will improve. <b>Staff Responsible for Monitoring:</b> The College Access Specialist will show the students how to access Student Life and the Book Club.  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			

Strategy 9 Details	Reviews		
<b>Strategy 9:</b> CRCA students will participate in the Sames Ford contest where one BISD high school student will win a car at the end of the year. Students must have perfect attendance to have a shot at winning the car. <b>Strategy's Expected Result/Impact:</b> ADA will increase. <b>Staff Responsible for Monitoring:</b> Attendance Clerk  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			


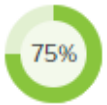




**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.










**Performance Objective 2:** Strategic Priority: BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.








Aligned Performance Objective: Survey data will show increased positive perceptions of physical and psychological safety at schools.

**Evaluation Data Sources:** Panorama Student and Parent Survey Data

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> CRCA staff will participate in campus drills and invite city and county officials to participate in these drills. <b>Strategy's Expected Result/Impact:</b> CRCA will be prepared in the event of an emergency. <b>Staff Responsible for Monitoring:</b> The assistant principal will schedule the drills and maintain a log of their completion.  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> CRCA administrators and counselors will attend district training in emergency response and create a campus safety team. <b>Strategy's Expected Result/Impact:</b> CRCA will be prepared in the event of an emergency. <b>Staff Responsible for Monitoring:</b> The training will be monitored at the district level. The campus safety team will be organized by the assistant principal.  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> With assistance from the BISD Police Department, the assistant principal will schedule, monitor and assess all safety drills during the 2022-23 school year. <b>Strategy's Expected Result/Impact:</b> Safety drills will be conducted and audited. Action reviews will be conducted after each safety drill. <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> With assistance from the BISD Police Department, the principal and assistant principal will develop and implement a comprehensive safety plan. <b>Strategy's Expected Result/Impact:</b> Safety plan will be implemented at CRCA. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> CRCA will conduct threat assessments with ongoing training and implementation of a multi-hazard emergency operations plans. <b>Strategy's Expected Result/Impact:</b> CRCA will become a safer learning environment. <b>Staff Responsible for Monitoring:</b> Threat Assessment Team  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			

Strategy 6 Details	Reviews		
<b>Strategy 6:</b> Work with all community, campus and district partners (ACC advisers, social workers, parent liaisons, truancy officers, SROs, etc.) to ensure student needs are met. <b>Strategy's Expected Result/Impact:</b> Enrollment at CRCA will increase. <b>Staff Responsible for Monitoring:</b> Administration and Teachers  <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**Goal 3:** Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 3:** Strategic Priority: BISD will enhance its onboarding experience to prepare every new employee for success in BISD.

Aligned Performance Objective: Retain 100% of teachers.

**Evaluation Data Sources:** Panorama staff, student and parent surveys.

**Summative Evaluation:** Met Objective









**Goal 4:** Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.










**Performance Objective 1:** Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.


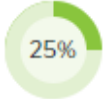








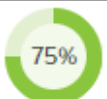
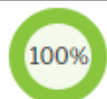
Aligned Performance Objective: Survey data will show increased positive perceptions of parent and community engagement opportunities.











**Evaluation Data Sources:** Sign in sheets and Panorama Survey Data

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> The CRCA principal and counselor will participate in the BISD recruiting 8th grade students at BMS and CCMS to the districts CCRSMs by being members of the High School Planning Meeting presentation team. <b>Strategy's Expected Result/Impact:</b> 80 or more applications will be submitted by Spring Break, 2023. <b>Staff Responsible for Monitoring:</b> The High School Planning Meeting is coordinated by Amanda Brantley, the Director of CTE.  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> CRCA administrators and counselors will increase the level of communication with the middle school administrators and counselors in the recruiting effort. <b>Strategy's Expected Result/Impact:</b> 80 or more applications will be submitted by Spring Break, 2023. <b>Staff Responsible for Monitoring:</b> The Principal at CRCA will coordinate communication between the three schools.  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Grade level parent meetings will be scheduled, advertised and held by September 30, 2021. The fall meetings will cover the campus handbook, SAP and dealing with student stress. Meetings will be in English and Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> A sign in sheet will be kept for all the meetings.</p> <p><b>Staff Responsible for Monitoring:</b> The CRCA principal will select the dates of the meetings. The counselor will conduct the advertisement and both will participate in the presentation of the meetings. The counselor will provide support in Spanish.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>- Superintendent Goals:</b> SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> A fall and a spring meeting will be held for the parents with students in the 11th grade. The focus will be FAFSA and university admissions.</p> <p><b>Strategy's Expected Result/Impact:</b> A sign in sheet will be kept for all the meetings.</p> <p><b>Staff Responsible for Monitoring:</b> The College Access Specialist and the CRCA Counselor are charged with the FAFSA/ University Admissions meeting. The counselor will provide support in Spanish.</p> <p><b>Superintendent Goals:</b> SG 2, SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> The campus Webmaster will oversee all aspects of CRCA's virtual world outreach, consolidating the existing Facebook pages, Twitter accounts and other means CRCA employs in cyberspace.</p> <p><b>Strategy's Expected Result/Impact:</b> Our electronic presence will be consolidated and cohesive.</p> <p><b>Staff Responsible for Monitoring:</b> The campus webmaster is responsible for CRCA's electronic footprint. The assistant principal will monitor the webmaster.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>- Superintendent Goals:</b> SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 6 Details	Reviews		
<b>Strategy 6:</b> CRCA will begin a Future Flyers program aimed at recruiting students in the 5th, 6th and 7th grades. Future Flyers will involve current CRCA students in mentoring relationships with the younger students as well as the production of a video to promote the ECHS program in BISD. The video will be produced in both English and Spanish. <b>Strategy's Expected Result/Impact:</b> The success of the Future Flyers program will be measured by the actual production of the video and campus visits to 5th, 6th and 7th grade classes. Whether this program is a long term success or not will be measured by the sustainability of 80+ applications to CRCA in the years following its inception. <b>Staff Responsible for Monitoring:</b> Future Flyers will be monitored by the campus TIG, assistant principal and principal.	Formative		Summative
	Nov	Feb	Apr
			
Strategy 7 Details	Reviews		
<b>Strategy 7:</b> The large group presentations that have been made in the past to the 8th grade audiences at BMS and CCMS will be complimented by ongoing, small group interactions conducted before school and at lunch. <b>Strategy's Expected Result/Impact:</b> More than 80 applications will be submitted for the Class of 2026. <b>Staff Responsible for Monitoring:</b> The CRCA counselor will spend a half day in the mornings at BMS and CCMS, one day a week.	Formative		Summative
	Nov	Feb	Apr
			
Strategy 8 Details	Reviews		
<b>Strategy 8:</b> At risk 8th grade students attending BMS and CCMS will receive letters in the mail encouraging them to complete the application process and enroll in CRCA. These letters will be mailed to students at the end of January, 2023. <b>Strategy's Expected Result/Impact:</b> 80 or more applications will be submitted by Spring Break, 2023. <b>Staff Responsible for Monitoring:</b> CRCA Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			
Strategy 9 Details	Reviews		
<b>Strategy 9:</b> Parent recruitment meetings will be held following the presentations at BMS and CCMS. The parent recruitment meetings will be held at CRCA and conducted in both English and Spanish. <b>Strategy's Expected Result/Impact:</b> Parent sign in sheets will be kept. <b>Staff Responsible for Monitoring:</b> The principal, assistant principal and counselor are charged with organizing and conducting the meetings.  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			







Strategy 10 Details	Reviews		
<b>Strategy 10:</b> The CRCA PTSA will continue rebuilding itself. Its goals for the year will be:  1. increase the number of monthly meetings 2. increase membership 3. increase fundraising 4. increase CRCA faculty participation  <b>Strategy's Expected Result/Impact:</b> Bi-monthly meeting notes will be posted outside the CRCA office. <b>Staff Responsible for Monitoring:</b> The PTSA officers are charged with operating the organization. The CRCA principal, a member of the PTSA board, will facilitate the group's efforts to meet their goals.  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			
Strategy 11 Details	Reviews		
<b>Strategy 11:</b> Reporting and addressing all campus infrastructure issues on a timely basis by completing maintenance request when a problem is noted will be done.  <b>Strategy's Expected Result/Impact:</b> Maintenance and technology issues will be dealt with in a timely manner. <b>Staff Responsible for Monitoring:</b> All staff - Principal's administrative assistant enters the tickets.  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			








**Goal 4:** Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 2:** Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Aligned Performance Objective: Increase in business and community member participation in campus committees and events.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> CRCA will participate in We Believe in BISD. <b>Strategy's Expected Result/Impact:</b> CRCA will host the We Believe in BISD team. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Provide customer service training to front office staff to ensure that everyone is greeted and feels welcome on campus. <b>Strategy's Expected Result/Impact:</b> Everyone is greeted and feels welcome on campus. <b>Staff Responsible for Monitoring:</b> Receptionists and Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			




Strategy 3 Details		Reviews		
<b>Strategy 3:</b> CRCA students will participate in community activities such as leading the Pledge of Allegiance at City Council Meetings, helping in the organization of Veterans' Day Car Rally, participating in the Fisherman's Park clean up, serving as election clerks, participating in local parades and other such endeavors. <b>Strategy's Expected Result/Impact:</b> CRCA will continue to expand its presence in the community. <b>Staff Responsible for Monitoring:</b> NHS and STUCO sponsors  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 4		Formative		Summative
		Nov	Feb	Apr
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







**Goal 4:** Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 3:** Strategic Priority: BISD will strengthen external partnerships to help students attain industry certifications, work experience, and/or sponsorship opportunities.








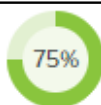

Aligned Performance Objective: Increase the percentage of graduates that are college, career, and/or military ready (CCMR) from 100% to 100%.










**Summative Evaluation:** Met Objective










Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Provide training and support for SAT, ACT, TSIA2 readiness and dual credit attainment. All CRCA students are scheduled into Friday tutorial classes based on their academic needs. The Friday classes are intervention and extension support classes, tailored to the individual needs of the students.  <b>Strategy's Expected Result/Impact:</b> Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are:  English 1 EOC - 100/95/25  English 2 EOC - 100/95/25  Algebra 1 EOC - 100/90/45  Biology EOC - 100/90/45  US History EOC - 100/90/60  Maintain 85% completion rate in college level courses at ACC. <b>Staff Responsible for Monitoring:</b> The principal creates each CRCA student's Friday schedule (based on testing data). The counselor loads the schedules into Skyward. The academic core teachers teach the classes.  <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Superintendent Goals:</b> SG 4		Formative		Summative
		Nov	Feb	Apr
				










Strategy 2 Details		Reviews		
<p><b>Strategy 2:</b> Provide support for dual credit attainment. All CRCA 11th grade students will take a US History course at CRCA that mirrors HIST 1301/1302 at ACC. The instructor for ACC HIST 1301 and 1302 will be a CRCA teacher who will also run the Friday intervention on campus. CRCA 11th grade students take HIST 1301/1302 at ACC Elgin.</p> <p><b>Strategy's Expected Result/Impact:</b> Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are:</p> <p>US History EOC - 100/90/60</p> <p>Maintain 85% completion rate in college level courses at ACC.</p> <p><b>Staff Responsible for Monitoring:</b> The 11th grade social studies teacher is responsible for teaching the course. The principal schedules the students in the course.</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Superintendent Goals:</b> SG 4</p>		Formative		Summative
		Nov	Feb	Apr
				
Strategy 3 Details		Reviews		
<p><b>Strategy 3:</b> Provide training and support for SAT, ACT, TSIA2 readiness and differentiation in Honors and AP coursework. CRCA will continue to increase the number of students taking AP exams in World History, US History, Spanish Language, English Language, English Literature and AB Calculus.</p> <p><b>Strategy's Expected Result/Impact:</b> CRCA will earn the distinction in ELA, math and social studies and our College Readiness measure in the USNWR Best High Schools in America report will increase.</p> <p><b>Staff Responsible for Monitoring:</b> The principal will ensure that the required number of exams are ordered and the students sit for these tests.</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 4</p>		Formative		Summative
		Nov	Feb	Apr
				












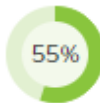






Strategy 4 Details		Reviews		
<p><b>Strategy 4:</b> Provide training and support for SAT, ACT, TSIA2 readiness. Four sections of TSI math prep will be created in the master schedule. Each of the teachers will be certified in math. Students will be moved out of the course immediately upon meeting the college readiness standard of 950 on the math TSIA2. The math instructors will teach the course using resources from KNOWSYS.</p> <p><b>Strategy's Expected Result/Impact:</b> A minimum of twenty-five 10th graders that are currently not TSIA2 compliant in mathematics will be by the end of the 2022-23 school year.</p> <p><b>Staff Responsible for Monitoring:</b> The principal will monitor the conduct of the TSIA2 course. The students assigned to TSIA2 math will remain in the course for the duration of the year. After making the cut score, students will work on improving their PSAT math score.</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Superintendent Goals:</b> SG 4</p>		Formative		Summative
		Nov	Feb	Apr
				
Strategy 5 Details		Reviews		
<p><b>Strategy 5:</b> Provide training and support for SAT, ACT, TSIA2 readiness. The 54 students from the 10th grade will take the math TSIA2 by the end of the fall semester. Subsequent testing dates will be on Saturday mornings during the spring semester for students who need to make the cut.</p> <p><b>Strategy's Expected Result/Impact:</b> A minimum of 25 10th graders that are currently not TSIA2 compliant in mathematics will be by the end of the 2022-23 school year.</p> <p><b>Staff Responsible for Monitoring:</b> The principal will monitor the conduct of the TSIA2 course.</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Superintendent Goals:</b> SG 4</p>		Formative		Summative
		Nov	Feb	Apr
				
Strategy 6 Details		Reviews		
<p><b>Strategy 6:</b> Provide training and support for SAT, ACT, TSIA2 readiness. All 9th grade students will be scheduled into a TSIA2 prep course, taught by the English 2 and English 4 teachers. Students will be moved out of the course immediately upon meeting the college readiness standard of 945 in ELAR and a 5 on the essay. The English 2 teacher is ESL certified and will use explicit instruction in reading and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of the Class of 2026 will meet the ELAR cut score by the end of the 1st semester.</p> <p><b>Staff Responsible for Monitoring:</b> The principal will monitor the conduct of the TSIA2 course. The counselor will be responsible for moving students out of the TSIA2 course immediately after the student masters the TSI reading and writing exams.</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Superintendent Goals:</b> SG 4</p>		Formative		Summative
		Nov	Feb	Apr
				

Strategy 7 Details	Reviews		
<p><b>Strategy 7:</b> Provide training and support for SAT, ACT, TSIA2 readiness. CRCA is a TSIA2 testing site. TSIA2 testing will occur in three tiers. 9th grade students will be tested August 1-4 and September 19-20. The TSIA2 will be given on Fridays for students who need to make the cut. Additional testing dates will be scheduled in the spring semester, on Saturdays, if they are needed.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of the Class of 2025 will meet the ELAR cut score by the end of the 1st semester.</p> <p><b>Staff Responsible for Monitoring:</b> The principal, assistant principal, counselor and college access specialist will be trained as proctors and conduct all testing.</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Superintendent Goals:</b> SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 8 Details	Reviews		
<p><b>Strategy 8:</b> Provide training and support for SAT, ACT, TSIA2 readiness. Six sections of TSIA2 math prep will be created in the master schedule. Each of the teachers will be certified in math. Students will be moved out of the course immediately upon meeting the college readiness standard of 950 on the math TSIA2. The math instructors will teach the course using resources from KNOWSYS.</p> <p><b>Strategy's Expected Result/Impact:</b> The 37 students (12 seniors and 25 juniors) that were not TSIA2 compliant in mathematics at the start of the 2022-23 school year, will be by the end of the first semester.</p> <p><b>Staff Responsible for Monitoring:</b> The principal will monitor the conduct of the TSIA2 course. The counselor will be responsible for moving students out of the TSIA2 course immediately after the student masters the TSIA2 math exam.</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Superintendent Goals:</b> SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 9 Details	Reviews		
<p><b>Strategy 9:</b> Provide support for dual credit attainment. All 9th grade students who are TSIA2 compliant in ELAR by the start of the Spring Semester will be enrolled in the EDUC 1300 course. The course is designed to teach study skills and those 'soft' skills students require to be successful in a college course.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of the enrolled students will complete the course with an A, B or C grade.</p> <p><b>Staff Responsible for Monitoring:</b> EDUC 1300 instructor will teach the course and the assistant principal will monitor it.</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 10 Details		Reviews		
<p><b>Strategy 10:</b> Provide training and support for SAT, ACT, TSIA2 readiness. All 10th and 11th grade students will be placed in a College Prep Advisory class. Lessons for the class will be orchestrated by the College Access Specialist and disseminated to the section teachers. Section teachers will employ an electronic grade check/reflection system designed by CRCA teachers. College Prep Advisory teachers are empowered to assign students to tutorials for ACC courses where the grade is below an 80. Input from ACC (Early Alert System) will also be used to track students in academic trouble.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of the ACC courses taken by CRCA students will have a grade of A, B or C by the end of each semester..</p> <p><b>Staff Responsible for Monitoring:</b> The College Access Specialist and College Prep Advisory Teachers conduct this support class. The CRCA Counselor monitors the Early Alert program the instructors from ACC are supposed to interact with.</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Superintendent Goals:</b> SG 4</p>		Formative		Summative
		Nov	Feb	Apr
				
Strategy 11 Details		Reviews		
<p><b>Strategy 11:</b> Provide support for dual credit attainment. All 10th grade ACC students will be assigned to a SPAN 1411 and SPAN 1412 tutorial at CRCA. The tutorial class is taught by the CRCA Spanish teacher and is a support class.</p> <p><b>Strategy's Expected Result/Impact:</b> All CRCA 10th graders taking Spanish 1411 will earn a grade of C or higher, enabling them to enroll in SPAN 1412 in the Spring. All CRCA 10th graders in ACC SPAN 1412 will earn a C or higher allowing them to use the course in their associate's plan.</p> <p><b>Staff Responsible for Monitoring:</b> The CRCA Spanish teacher will run the support class.</p> <p><b>Additional Targeted Support Strategy - Superintendent Goals:</b> SG 4</p>		Formative		Summative
		Nov	Feb	Apr
				
Strategy 12 Details		Reviews		
<p><b>Strategy 12:</b> Provide support for dual credit attainment. 11th grade ACC students taking MATH 1314 or 1414/2412 will take Algebra 2 or Pre-Calculus at CRCA. They will also be placed in an RTI tutorial period with their CRCA math teacher. 12th grade students taking an ACC math course for their associates will take either MATH 1314 or MATH 1332.</p> <p><b>Strategy's Expected Result/Impact:</b> All 46 students in MATH 1314, 1414/2412 and 1332 will earn a C or higher in the courses.</p> <p><b>Staff Responsible for Monitoring:</b> The Algebra 2/Pre-Calculus teacher is responsible for the support of the MATH 1314/1414-2412/1332 students.</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Superintendent Goals:</b> SG 1, SG 3</p>		Formative		Summative
		Nov	Feb	Apr
				

Strategy 13 Details		Reviews		
<b>Strategy 13:</b> Provide support for dual credit attainment. 11th grade ACC students will take a Friday ENGL 1301 and 1302 tutorial class on Fridays. This tutorial is a support class, taught by the ACC adjunct, for Comp 1 and 2. <b>Strategy's Expected Result/Impact:</b> All CRCA 11th grade students will earn a C or higher for ENGL 1301 and ENGL 1302. <b>Staff Responsible for Monitoring:</b> ACC ENGL 1301/1302 adjunct is also an ELA teacher for CRCA. He will conduct the support class.  <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Superintendent Goals:</b> SG 4		Formative		Summative
		Nov	Feb	Apr
				
Strategy 14 Details		Reviews		
<b>Strategy 14:</b> Provide support for dual credit attainment. The CRCA seniors enrolled in MATH 2412 (Fall) and MATH 2413 (Spring) will receive tutoring on demand on Fridays. <b>Strategy's Expected Result/Impact:</b> CRCA will graduate at least 8 students in 2023 who have completed Calculus 1 at ACC. <b>Staff Responsible for Monitoring:</b> The Algebra 2/Pre-Calculus teacher is responsible for supporting the 2412/2413 students.  <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 4		Formative		Summative
		Nov	Feb	Apr
				
Strategy 15 Details		Reviews		
<b>Strategy 15:</b> Provide support for dual credit attainment. CRCA students enrolled in ACC courses during the summer session will have their progress monitored by CRCA administrators and counselors. A check in system, including logging into the students' Blackboard accounts, will be devised and implemented. <b>Strategy's Expected Result/Impact:</b> The successful completion rate of courses will increase during the summer session. <b>Staff Responsible for Monitoring:</b> The CRCA counselor and/or assistant principal will be responsible for the summer monitoring system when the principal is on break. The principal will be responsible for the progress monitoring during summer.  <b>ESF Levers:</b> Lever 2: Strategic Staffing - <b>Superintendent Goals:</b> SG 4		Formative		Summative
		Nov	Feb	Apr
				

Strategy 16 Details	Reviews		
<p><b>Strategy 16:</b> The 21 students from the 11th and 12th grades will take the math TSIA2 on 11/12. Subsequent testing dates will be Saturdays during the fall and spring semester for students who need to make the cut.</p> <p><b>Strategy's Expected Result/Impact:</b> The 21 students that were not TSIA2 compliant in mathematics at the start of the 2021-22 school year, will be by the end of the second semester.</p> <p><b>Staff Responsible for Monitoring:</b> The principal, assistant principal, counselor and college access specialist will be trained as proctors and conduct all testing.</p> <p><b>Additional Targeted Support Strategy - Superintendent Goals:</b> SG 1, SG 3</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 17 Details	Reviews		
<p><b>Strategy 17:</b> Provide support and coaching to CRCA teachers. CRCA administration will grow its own Austin Community College adjunct instructors. Teachers who are SACS (Southern Association of Colleges and Schools) certified are given preference in staffing positions at CRCA. SACS certified teachers are motivated to apply at ACC. ACC is very receptive to accepting our teachers. All who have gone through the process have become adjuncts.</p> <p><b>Strategy's Expected Result/Impact:</b> At the end of the 2022-23 school year, CRCA will have the following adjuncts on staff:</p> <ol style="list-style-type: none"> <li>1. One EDUC 1300 instructor</li> <li>2. One BIOL 1408 instructor</li> <li>3. Two ENGL 1301/1302 instructors</li> <li>4. Two ENGL 2322 instructor</li> <li>5. One HIST 1301/1302 instructor</li> <li>6. One SPAN 1411/1412 instructor</li> </ol> <p><b>Staff Responsible for Monitoring:</b> The principal and IHE liaison are responsible for guiding teachers through the process.</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing <b>- Superintendent Goals:</b> SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			

Strategy 18 Details	Reviews		
<p><b>Strategy 18:</b> Provide training and support for SAT, ACT, TSIA2 readiness. A zero period RTI is built into every student's schedule. Zero period is 4:00 to 4:30 each day.</p> <p><b>Strategy's Expected Result/Impact:</b> Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are:</p> <p>English 1 EOC - 100/95/25</p> <p>English 2 EOC - 100/95/25</p> <p>Algebra 1 EOC - 100/90/45</p> <p>Biology EOC - 100/90/45</p> <p>US History EOC - 100/90/60</p> <p><b>Staff Responsible for Monitoring:</b> The counselor has scheduled all of the students. Each teacher is on duty and has a section.</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing - <b>Additional Targeted Support Strategy - Superintendent Goals:</b> SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			
Strategy 19 Details	Reviews		
<p><b>Strategy 19:</b> Provide training and support for SAT, ACT, TSIA2 readiness. Implement, monitor and provide instructional feedback on the TSIA2 reading and writing program employed at CRCA.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of the Class of 2025 will meet the ELAR cut score by the end of the 1st semester.</p> <p><b>Staff Responsible for Monitoring:</b> The English 2 and Creative Writing teachers will organize materials, create the curriculum and teach the ELA TSIA2 prep courses. The principal and assistant principal will provide instructional feedback. The class of 9th graders will be monitored by the teacher, administrators and counselor at CRCA.</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Superintendent Goals:</b> SG 4</p>	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

# Addendums

November Formative Review of CIP

Meeting Minutes:

① All required training is done

② Continued education on trauma, etc. (scheduled for training in January)

③ Establish common measures for discipline (PBIS)

④ SEL lessons for support

⑤ Discipline infractions / coding (admin)

⑥ AP will notify any changes in discipline coding (vaping changes)

⑦ Promote a ~~safe~~ safe environment

⑧ Bullying Prevention

⑨ Address bullying w/ training + investigation

⑩ All discipline investigation

⑪ All discipline actions entered in Skyward

⑫ Increase students that meet "Meet"

⑬ Mandatory tutorials for grades below 80

Team Members:

Martin Conrardy

Alan Laurent

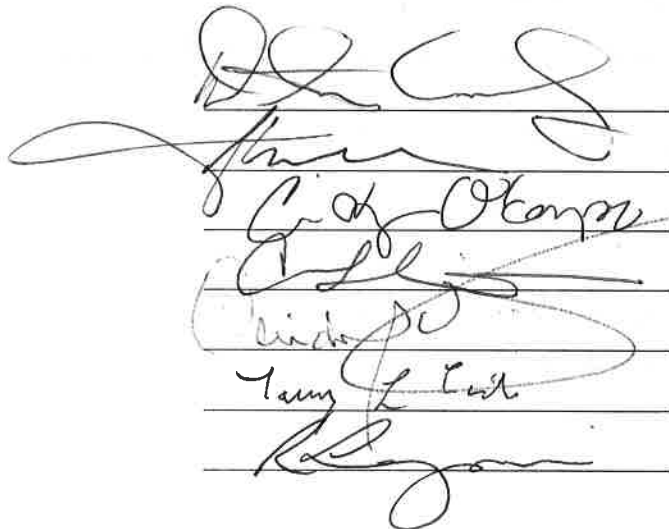
Cindy Ocampo

Cecil Lherisson

Deirdre Doughty

Tammy Eide

Rick Longoria

A series of handwritten signatures on lined paper. From top to bottom, the signatures appear to be: Martin Conrardy, Alan Laurent, Cindy Ocampo, Cecil Lherisson, Deirdre Doughty, Tammy Eide, and Rick Longoria. The signatures are written in black ink and are somewhat stylized.



## February Formative Review of CIP

PD Meeting Minutes:

① Strategy One

Strategy Two - trauma affecting student behavior + academics

Strategy Three - PBIS

Strategy Four - SEL lessons (increase / pep rallies)

PD ② Strategy One - admin. instruction + coding

Two - coding

Three - admin. investigators

Four - MTSS

Five - address bullying in a consistent manner

Six - data reviewed on a monthly basis

Seven - discipline entered by admin.

Eight - safe learning environment

Nine - address the whole child MTSS

③ Strategy - increase effectiveness of zero period  
look @ interim English scores

④ Strategy One - address instructional gaps / differentiation

Two - small group instruction

Three - ESL endorsed (all teachers)

Four - refine + support ESL program

Strategy One - provide training in PLCs

Two

Three - BIG 8 strategies

Four - walkthroughs

Five - Nearpod, Zoom

Six - PLC weekly

over →

Team Members:

Martin Conrardy

Alan Laurent

Cindy Ocampo

Deirdre Doughty

Tammy Eide



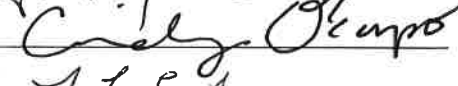

Cecil Lherisson


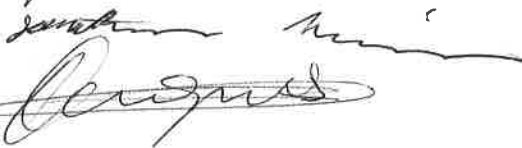
ALSO PRESENT:

Sara Sitchepe

Jonathan Manigui

Javier Twileyimana

### Goal 3 Organized Culture - positive connections / student centered learning

#### Strategy 1 - attendance

- |  |   |
|--|---|
| 2 - answer emails within 24 hours                                | 5 - NHS STUO projects                                 |
| 3 - <del>don't</del> explain importance of attendance to parents | 6 - 2023 flag hats prom                               |
| 4 - SUSO   | 7 - academic pep rallies                              |
|  | 8 - 10 <sup>th</sup> -12 <sup>th</sup> join ALL clubs |
|  | 9 - Barnes Ford center for attendance                 |

- |   |                                      |
|---|--------------------------------------|
| ① Campus drills / invite city + council officials | ⑤ ongoing training / emergency plans |
| ② district training on emergency response         | ⑥ work in community partners         |
| ③ monitor drills                                  |                                      |
| ④ Principal, AP develop comprehensive plan        |                                      |

- |   |   |
|---|---|
| ① Family / community engagement<br>Recruiting 8 <sup>th</sup> graders | ⑤ Webmaster LFB   |
| ② Increase communication to middle school admin + counselors          | ⑥ Future Flyers program / CRCA studies meeting                                  |
| ③ grade level parent meeting  | ⑦ Large group presentation / small group interaction to 8 <sup>th</sup> graders |
| ④   | ⑧ Direct letter invites   |
|   | ⑨ Parent recruitment meetings   |
|   | ⑩ CRCA PTSA continue rebuilding   |
|   | ⑪ reporting all infrastructure meetings quarterly                               |

- |   |   |
|---|---|
| ① CRCA participate in We Believe in BSD   | ① provide training for SAT, ACT, TSI  |
| ② customer service  | ② All 11 <sup>th</sup> graders take a US History course that mirrors HIST 1301/1302 |
| ③ Leading Pledge of Allegiance @ city council meetings, car rally community clean ups | ③ increase the number of students taking AP exams                                   |
|   | ④ Four sections of TSI math prep  |
|   | ⑤ 54 students will take the TSI A2  |
|   | ⑥ All 9 <sup>th</sup> grade students schedule TSI / Creative Writing                |
|   | ⑦ TSI testing   |
|   | ⑧ Resources for TSI Math  |
|   | ⑨ All students facing TSI will be enrolled in EDUC 1300                             |
|   | ⑩ Spanish classes   |
|   | ⑪ Math mastery in Algebra classes   |
|   | ⑫ tutorial class for juniors  |
|   | ⑬ tutoring on Fridays   |
|   | ⑭   |
|   | ⑮ 21 students will take the math TSI (11 <sup>th</sup> + 12 <sup>th</sup> )         |
|   | ⑯ grow ALL instructors  |

⑮ Using zero period effectively

⑯ Feedback in TSI A2

CIP Team Agenda:

6/2/2023

EoY Formative Review of CIP

Meeting Minutes:

Successful year.

80.4% successful completion rate @ REC.

68 rising freshmen.

8 students did not pass TSA2 RLA.

E1 92/84/37

E2 100/98/33

A1 100/50/27

B1 97/88/43

US 100/100/70

Team Members:

Martin Conrardy

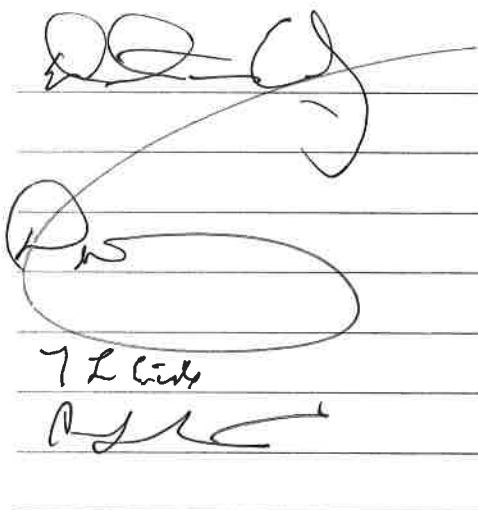
Alan Laurent

Cindy Ocampo

Deirdre Doughty

Tammy Eide

Cecil Lherisson

  
7 L Lherisson

**Bastrop Independent School District**  
**Emile Elementary**  
**2022-2023 Campus Improvement Plan**

**Accountability Rating: C**



# Mission Statement

Every child will engage in a safe, positive, supportive, and challenging learning community to succeed in a global world.

## Vision

Emile Elementary will focus on building relationships that appreciates diversity and cultural awareness with all students to enhance their strengths while ensuring individual growth.

## Value Statement

### Collective Commitments

1. If we believe our students deserve to be successful in a global world, then we will work in collaborative teams and take collective responsibility for student learning.
2. If we believe our students deserve to be successful in a global world, then we will implement a guaranteed and viable curriculum.
3. If we believe our students deserve to be successful in a global world, then we will monitor student learning through common formative assessments (CFA).
4. If we believe our students deserve to be successful in a global world, then we will use the result of CFA to improve individual practice and extend student learning.
5. If we believe that our students deserve to be successful in a global world, then we will provide systematic intervention and enrichment to all students.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

On May 18, 2022 the staff at Emile meet to review the 8 categories of the Campus Needs Assessment. The staff was divided into 12 small groups. Larger categories such as curriculum were given to two groups. Each group was asked to identify the strengths and areas of growth for each category. In June 2022, the leadership team analyzed the responses and additional data, such as STAAR data, to identify the strengths and areas of growth for each category.

# Demographics

## Demographics Summary

Emile Elementary is a Title I, PreK-4th grade campus located at 601 MLK Jr. Drive in Bastrop I.S.D. May enrollment shows 785 students are enrolled and that of these the percentage of student groups includes:

4 % African American, 59% Hispanic, 31% White, 5% Multi-race, less than 1% of Asian, Pacific Islander, and American Indian.

The percent in attendance for 2021-2022 was 92%, which is below the campus goal of 96%.

In Fall 2021, Emile Elementary student groups include 29.81% Limited English Proficient , 2.29% Gifted and Talented, and 12.74% Special Education. Additionally, there are 69% economically disadvantage. The percentage of students that were considered homeless is 3.69% of the school population.

## Demographics Strengths

1. We are committed to evaluating discipline in relationship to demographics to ensure equitable practices.
2. Participate in school breakfast and lunch program that allows every student to receive free meals.
3. Partner with district and community resources to provide academic, behavior, and community supports to meet student and family basic home needs.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** All staff is not fully trained to support the changing needs of our student population. **Root Cause:** Due to the inconsistent nature of schooling during the pandemic and the diverse needs that have developed as a result, teachers need additional training to address these in the classroom.

**Problem Statement 2:** Average daily attendance was 92% short of our goal of 96%. **Root Cause:** Due to Covid guidelines and bussing, students were not in attendance.



# Student Achievement

## Student Achievement Summary

At Emile Elementary, a variety of assessments are using to measure student achievement. Teachers use formative and summative assessments to guide their instruction. Formal and informal assessments are used on a daily basis in grades PK-4th grade. Data gathered from these assessments are used to create whole group lessons, small group instruction, and intervention groups as needed.

One of the most used assessment tools for teachers are Common Formative Assessments (CFA). These assessments are created by teachers and assess the essential standards that are identified by teachers in the grade level in conjunction with the C&I department. CFAs are used at the end of the instructional units as well as checkpoints during the unit.

Pre-kindergarten students participate in the Circle test that measure standards from the PK guidelines. Grades K-4 use Amplify to measure literacy skills. Grades K-3 use Mclass to measure math skills. All grade levels use CFAs to measure mastery of the essential standards for their grade levels.

Grades 3 and 4 use the STAAR assessment as an additional measure of mastery.

Our Emergent Bilingual students in K-4 measure their English Language acquisition using TELPAS.

Results from a few of these assessments can be found in the table in the addendum.

Student achievement data indicates a need for additional paraprofessionals and teachers dedicated to intervention programming.

## Student Achievement Strengths

Preliminary STAAR data indicates:

- third grade math had an increase in our average performance level from 29% to 40%.
- third grade reading performance level average increased from 35% to 52%.
- fourth reading increased for 30% to 47%.
- fourth math remained consistent.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Fourth grade math achievement remained the same as prior year. **Root Cause:** Teachers needed further development with scaffolding and accommodation support for diverse learners.

**Problem Statement 2:** Amplify data shows that monolingual classes outperformed bilingual classes in primary grades. **Root Cause:** Due to staffing needs, bilingual educators were moved to new grade levels in order fill positions in the primary grades.

# School Culture and Climate

## School Culture and Climate Summary

A review of parent, student, and staff surveys present many strengths in school culture and climate Emile Elementary School (EES)

Overall, staff feels safe and enjoying working at school. Staff reports having strong working relationships with colleagues. Of the students surveyed, 79% reported having a positive teacher-student relationship. Seventy-six percent of the students reported the school had rigorous learning expectations.

Attendance rates for EES for the 21-22 school year averages at approximately 92%. The goal was 96%.

During the 21-22 school year, EES continued the partnership with Emergent Tree to develop our PBIS systems. The EOY program evaluation found that many systems for an effective PBIS program were in place at EES. Expectations were identified for all common areas and classrooms. A system for positive reinforcement was evident throughout the building. Working with the team, we were able to identify our next steps for implementation.

## School Culture and Climate Strengths

The strengths of our school culture include strong attendance of families to during and after school events. In an effort to build staff community, teams interacted within vertical teams during staff meetings, task forces, and other school events. Multiple school-wide events were held throughout the school year.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Collaboration with families has been limited. **Root Cause:** Due to restrictions for visitors on campus, family involvement and PTA presence has been less than average.

**Problem Statement 2:** Only 57% of third and fourth grade students reported a sense of belonging in the spring of '22 on the Panorama survey. **Root Cause:** Through program evaluation, 60% of SEL programs were observed being implemented.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

At Emile Elementary each teacher new to the district attended the BISD New Hire Orientation along with completing an additional twelve hours of professional development depending upon the skill sets they have already had in place as a veteran teacher or a new first year teacher. First and second year teachers are provided a mentor to assist with the transition to the teaching profession. At Emile Elementary, all teachers are provided ongoing, targeted, job-embedded professional learning throughout the year. Weekly PLC meetings reinforce what they are learning by discussing training, implementation and sharing. Teachers are able to collaboratively share as well as ask for clarification along the way on a weekly basis. Once a month teachers are able to choose professional development sessions ranges from MTSS strategies to instructional strategies to help meet their self identified professional goals.

## Staff Quality, Recruitment, and Retention Strengths

1. The teachers at Emile Elementary have strong curriculum backgrounds.
2. Our instructional leaders often present at faculty meetings and in PLCs.
3. We have built a climate where teachers feel comfortable to discuss and critique instructional practices and take risks to improve through a growth mindset that allows for sharing how we learn from successes and challenges.
4. Emile Elementary has two instructional coaches: one for literacy and one for math instruction.
5. We have implemented strong protocols and processes to participate in PLC as campus and collaborative teams.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** During the 21-22 school year, we had long term subs and had to fill classes beyond capacity. **Root Cause:** We were not fully staffed for the school year.

**Problem Statement 2:** Throughout the year, multiple staff members were asked to fill classroom instructional positions outside of their assigned role. **Root Cause:** We were not fully staffed for the school year.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The Curriculum, Instruction, and Assessment focus at Emile Elementary is guided by the TEKS Resource System scope and sequence, the district YAGs, and the results of campus based assessments. The curriculum is housed on an online platform. Teachers are able to access YAGs, Instructional Focus Document, Assessments, Vertical Alignment Document, Big 8 Strategies, and Required/Recommended Resources. In PLCs, teachers use all these resources to align instructional practices to TEKS and assessments. In summer of 2022, teachers participated in the district Curriculum Council to revise and update the Essential Standards in each grade level and content area.

Assessment plays a major role in decision making for instructional strategies to be used at Emile Elementary. Authentic assessments that allow students to demonstrate their learning through performance, products and presentations at higher thinking levels are in regular use. By ensuring all grade level skills are taught and that students learn them, Emile Elementary can demonstrate how the essential 21st Century Skills are being mastered. Campus level disaggregation depends on the identification of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Kindergarten through second grade focus upon TPRI, Fountas & Pinnell Assessment, Amplify, and campus benchmarks for assessment. Third and fourth grades focus on STAAR, Amplify, Imagine Math, District Academic Targets, and campus benchmarks. Special courses and programs such as physical education, art, digital learning, music, special education, dyslexia and ESL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students. Campus assessments are tied to DuFour's instructional strategies where instructional goals are identified on a chart by individual students. Data is plotted to fine-tune instructional need. This is all based on "What do we want the children to learn? How will they learn it? How will we know when they have learned it? What actions do we take when they do not learn it?" The data is also color coordinated. Red is does not meet standard. Yellow is approaches. Blue is meets expectations. Green is mastery level.

Grade level PLCs are held three times a month. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Paraprofessionals are included in all staff development days. Grade levels have a daily common planning time. These planning practices have determined a need to provide Instructional Coach positions.

Student progress is monitored either as prescribed by the intervention depending on individual students' needs. The data from campus assessments are used to identify students that are performing in the yellow or red category. Questions are asked about what is being done to address these students needs. Are they making progress? What interventions are being used? What parent communication is being conducted? The progress monitoring may take place in grade level PLCs or in an individual RtI progress monitoring meeting. During these meetings, adjustments to a student's and/or grade level intervention may take place. Tier 1 refinements and reteaching take place in guided reading and guided math time. Tier 2 and Tier 3 interventions take place during designated reading and math intervention times. To meet the requirements of HB4545, additional intervention times were created before school, after school, and 4 Saturday camps.

All decisions regarding professional development, programs and practices are based upon the needs identified in this improvement plan.

## Curriculum, Instruction, and Assessment Strengths

1. Implementation of essential standards helped PLC collaborative teams stay focused on the right work to impact student learning.
2. Teachers began to formative assess more frequently and respond to data during guided instruction.
3. Teachers and students found success with our Amplify reading intervention program.
4. Student engagement with computer intervention programs increased with the use of Amplify and Zearn.
5. Teachers are supplied with ample resources to implement high quality instruction.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Writing curriculum was not implemented with fidelity. **Root Cause:** Teachers are needing additional support with implementing writing across the curriculum.

**Problem Statement 2:** Teachers report not having enough time in the curriculum to address individual classroom needs. **Root Cause:** The YAG provided by the district only included days for instruction for each particular unit.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Emile Elementary works very hard at creating a safe, family-friendly school environment. We strive to provide a responsive climate for parents and widely communicate ways for parents to partner with us in educating their children. Because of the diversity of our campus we strive to communicate with parents digitally, in hard copy and in both English and Spanish when possible. We work to provide parents the dates for as many activities as possible to help parents plan ahead. The campus provides translations on the website and also with printed materials in Spanish. We also provide interpreters for school events. We make sure that our routines are consistent, including sending our Take-Home-folders every day.

EES is entering into the fourth year of partnership with Communities In Schools (CIS) program. Our focus with the partnership this year is family engagement. Through the program, we are able to conduct home visits, school supplies, vouchers for eye glasses, and other family needs.

Through School Status, our parent communication system, we have made over 150,585 parent contacts through phone calls, emails, and text messages to keep our families engaged with their student(s) education.

## Parent and Community Engagement Strengths

1. Family nights had high attendance and enjoyment by all.
2. Phone blasts to communicate with families from the school .
3. School status as a means to communicate with families by educators and administrators.
4. Career day involved community members from diverse fields of work.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Events had to be cancelled and rescheduled. **Root Cause:** Due to a spike in Covid cases at different times within the school year, events were cancelled and rescheduled.

**Problem Statement 2:** PTA membership has been lower than prior years. **Root Cause:** Due to limits on events and on campus visitors/gatherings, PTA involvement has not been promoted.

# School Context and Organization

## School Context and Organization Summary

Parents, teachers, and students at Emile Elementary take pride in their school and the school's reputation as family focused campus. The perception of Emile Elementary among all is that it is a positive environment with a strong focus on academic progress for all students. There is a high standard for best instructional practices as well as building social character in a family atmosphere.

Emile Elementary's focus goes far beyond just STAAR Scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, you will see adjustments made within instruction, the school culture, systems and organization. We work hard to ensure that instructional time is protected. Teachers and staff work to avoid having students pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their PLCs and also to prepare for their individual classroom instruction.

While we understand that our primary focus is to provide quality education for all students that enter the building, EES staff believes children and families have many needs that may impact their education. To support students and families, EES has partnered with Community In Schools to provide a full time social worker to help met the needs. The worker works collaboratively with school staff to identify and support students and families.

There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

## School Context and Organization Strengths

1. Daily and weekly communication is provided to staff.
2. Structures for PLCs and intervention plans provide supports for teachers to implement best practices.
3. RTI procedures support educators to implement intervention.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** RTI staff, GT staff, and Instructional Coaches have all provided classroom instruction in the absence of the classroom teacher. **Root Cause:** We are short staffed and are experiencing substitute shortages.

**Problem Statement 2:** Campus leaders are pulled in different directions making it challenging to monitor instruction. **Root Cause:** There was an administrator shortage at the beginning of the school year and sometimes an increase in student behavior support.

# Technology

## Technology Summary

All teaching classrooms have mounted flat screen monitors and teachers have access to digital learning devices for both instruction and assessment. There is a 1:1 number of student devices for students to utilize in the classroom. There is a computer lab that is staffed by the Library Media Specialist and Computer Lab Manager to support all grade levels during specials rotation.

Student devices and hot spots are available for home use if a student needs to quarantine for Covid related absences.

The library also has computers and are frequently used for progress monitoring and research. Each year Emile Elementary students completes a district assessment to determine progress toward the district's plan for digital learning. Teachers feel much more comfortable with integrating technology into instruction and report that their confidence and skills are greatly improved. Our campus Technology Integration Guide and the District Digital Support Specialists have provided key levels of support and greater awareness of instructional integration possibilities during staff meetings and PLC meetings in an ongoing manner.

## Technology Strengths

1. 1 to 1 student devices
2. Educational platforms like Seesaw, Zearn, and Amplify.
3. GoGuardian used to monitor students on devices while working in small groups or away from the student's screen.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Headphones have to be replaced on a frequent basis. **Root Cause:** The quality of headphones we provide is what is allowed through funding.

**Problem Statement 2:** There is disruption in internet connectivity during the instructional day. **Root Cause:** The infrastructure of our internet is struggling to support 1 to 1 student devices.



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.










**Performance Objective 1:** Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.








Aligned Performance Objective: Implement Social Emotional Learning (SEL) curricular resources focused on building community within our classrooms, addressing students' social and emotional needs, and teaching stress management techniques

**Evaluation Data Sources:** Panorama Survey  
Campus Walks

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue with goal

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Implement campus training on community circles and restorative practice. <b>Strategy's Expected Result/Impact:</b> Teachers will implement community circles at least twice a week. This will help facilitate a sense of community in the classroom. Students will feel comfortable expressing their needs in the class so appropriate support is given. <b>Staff Responsible for Monitoring:</b> MTSS Coach	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful, and responsible actions stated in a positive manner. <b>Strategy's Expected Result/Impact:</b> The MTSS team will be able to use the data to make adjustments to current procedures and policies as needed. <b>Staff Responsible for Monitoring:</b> MTSS Coach	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Provide job-embedded coaching for teachers in Tier 1, Tier 2, Tier 3 implementation of our MTSS programs. <b>Strategy's Expected Result/Impact:</b> By increasing teacher knowledge and implementation of the MTSS programs, students will receive appropriate interventions and supports. <b>Staff Responsible for Monitoring:</b> MTSS Coach Assistant Principal	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Social skills provided to students in Tier 2 and Tier 3 behavior RtI. <b>Strategy's Expected Result/Impact:</b> Students will utilize skills learned in small groups in every day life. <b>Staff Responsible for Monitoring:</b> MTSS Coach	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			














**Goal 1: Student Success and Well-Being:** We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 2:** Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.

Aligned Performance Objective: Increase students' positive self perception of self-management and growth mindset skills

**Evaluation Data Sources:** Panorama Survey Data  
Discipline Data

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Monthly review of campus discipline dashboard to identify trends, disproportionately, and possible adaptations. <b>Strategy's Expected Result/Impact:</b> Students and teachers that need additional supports will be identified. Appropriate professional development will be provide as needed. Student discipline referrals will decrease. <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Conduct campus investigations that promote and support a safe and orderly learning environment. <b>Strategy's Expected Result/Impact:</b> Timely and effective investigation will lead to appropriate interventions and services provided to all parties involved in the investigation. Students will feel safe in the classrooms and achievement data will increase. <b>Staff Responsible for Monitoring:</b> Assistant Principals	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Create a plan to address Social Emotional Learning teacher and student survey data. <b>Strategy's Expected Result/Impact:</b> The survey data will inform campus on the SEL needs of students and staff. Action plans will be implemented from the data. Students needs will be met and achievement data will increase. <b>Staff Responsible for Monitoring:</b> Counselor MTSS Coach	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			














**Goal 1: Student Success and Well-Being:** We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 3:** Strategic Priority: BISD will develop systems and structures that value student ownership of their academic and behavioral success.  
 Aligned Performance Objective: Increase the percentage of students at Meets Grade Level on STAAR Math from 33% to 50% and STAAR Reading from 52% to 60%

**Evaluation Data Sources:** District Academic Targets  
 Common Formative Assessments  
 STAAR

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** Continue for next year

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Build capacity in all campus teams to implement and facilitate effective PLC structures. <b>Strategy's Expected Result/Impact:</b> Through effective PLC structures teachers will be able to collaborate and address the academic needs of all students on campus. <b>Staff Responsible for Monitoring:</b> Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement campus-wide expectations and policies ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives. <b>Strategy's Expected Result/Impact:</b> Systems and routines will be set to ensure students have access to the learning environment and learning activities. They will help produce a safe learning environment so student are able to take academic risk. <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Students will set individual learning goals through the use of student data folders. <b>Strategy's Expected Result/Impact:</b> Students will know their areas of growth and set goals to close the learning gaps. <b>Staff Responsible for Monitoring:</b> Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 1:** Strategic Priority: BISD will develop and implement comprehensive teaching and learning practices to advance the academic achievement of every student.










Aligned Performance Objective: Increase the percentage of students in grades PK-2 performing on or above grade level in reading from 52% to 70%

**High Priority**








**Evaluation Data Sources:** Amplify Reading  
BAS Reading Levels

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** Continue goal

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Implement and explicit, systematic phonics routine in grade K-2 classrooms. <b>Strategy's Expected Result/Impact:</b> Students will acquire a strong foundation for decoding and be able to apply the skills in authentic reading. <b>Staff Responsible for Monitoring:</b> Literacy Coach Early Literacy Teacher	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement small group instruction in grade K-2 classrooms that focuses on transferring explicit phonics skills. <b>Strategy's Expected Result/Impact:</b> Students will be given time to practice and apply foundational skills for reading. Small groups will allow for teachers to reinforce strong reading skills and address misconceptions in real time. <b>Staff Responsible for Monitoring:</b> Literacy Coaches Early Literacy Teacher	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement a reading achievement tracking system. <b>Strategy's Expected Result/Impact:</b> The achievement tracking system will allow appropriate progress monitoring to ensure all students are making progress in reading. <b>Staff Responsible for Monitoring:</b> Early Literacy Teacher Literacy Coaches	Formative		Summative
	Nov	Feb	Apr
			



Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Provide coaching for PLC teams in grades PK-2nd to monitor and intervene on BISD Essential Standards. <b>Strategy's Expected Result/Impact:</b> PLC teams will increase in their knowledge of the essential standards. Teams will learn and develop strategies for implementing the standards. <b>Staff Responsible for Monitoring:</b> Early Literacy Teacher Literacy Coach	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 2:** Strategic Priority: BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.










Aligned Performance Objective: Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading














**High Priority**

**Evaluation Data Sources:** Common Formative Assessments  
District Academic Targets  
STAAR

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Modify some strategies, continue others, and discontinue one

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide support for classroom co-teach models specifically focused on small groups, stations, and parallel teaching. <b>Strategy's Expected Result/Impact:</b> Individual needs of students will be met through the varied instructional models. Achievement data will increase. <b>Staff Responsible for Monitoring:</b> Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement Simultaneous Word Study structures to support English language proficiency of Emergent Bilingual students. <b>Strategy's Expected Result/Impact:</b> Emergent Bilingual students will be able to transfer skills from their native language to their second language. English proficiency will increase. <b>Staff Responsible for Monitoring:</b> Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement a formative assessment process for monitoring Emergent Bilingual performance in listening, speaking, reading, and writing. <b>Strategy's Expected Result/Impact:</b> English proficiency will increase and students will have more access to the curriculum. <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Implement coordinated and proactive structures to address intervention and/or enrichment for all students. <b>Strategy's Expected Result/Impact:</b> All students will receive the academic support needed to accelerated their learning. Achievement data will increase. <b>Staff Responsible for Monitoring:</b> Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Incorporate resources such as Learning A-Z, Scholastic News, and Brainpop to provide differentiated and cultural relevant resources to all students. <b>Strategy's Expected Result/Impact:</b> By providing high interest reading materials, students will be able to apply reading strategies to improve reading comprehension. <b>Staff Responsible for Monitoring:</b> Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
			
Strategy 6 Details	Reviews		
<b>Strategy 6:</b> Support teachers in the implementation of new learning from the Texas Reading Academy through focus group professional development and targeted observations. <b>Strategy's Expected Result/Impact:</b> Teachers will apply learning from the Texas Reading Academy into reading instruction to impact student learning. <b>Staff Responsible for Monitoring:</b> Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.


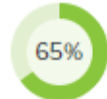




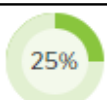
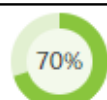

**Performance Objective 3:** Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.








Aligned Performance Objective: Increase training and coaching on implementing the teaching and learning strategies of academic conversations, explicit vocabulary instruction, and higher order thinking questions for all grades levels and content areas

**Evaluation Data Sources:** Coaching Cycle Data  
Classroom Walks  
Professional Learning Sessions

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Modify goal

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Create a focused, year-long plan for implementation and monitoring of the Big 3. <b>Strategy's Expected Result/Impact:</b> Big 3 strategies will be implemented systematically to increase their impact on student learning. <b>Staff Responsible for Monitoring:</b> Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Provide training and ongoing support for the effective use of techniques that encourage critical thinking skills, differentiation, and scaffolding supports. <b>Staff Responsible for Monitoring:</b> Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Teachers participate in learning walks to observe Big 3 strategies and effective instructional strategies. <b>Strategy's Expected Result/Impact:</b> Teachers will learn new skills and/or strategies for implementation in their classroom. This will increase the impact the strategies on student learning. <b>Staff Responsible for Monitoring:</b> Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details		Reviews		
<b>Strategy 4:</b> Provide resources and support for teachers to plan, implement, and progress students student learning in guided reading and guided math groups. <b>Strategy's Expected Result/Impact:</b> Students will receive differentiated instruction in a small group setting to meet individual learning needs. <b>Staff Responsible for Monitoring:</b> Instructional Coaches		Formative		Summative
		Nov	Feb	Apr
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 3:** Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 1:** Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.





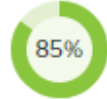




Aligned Performance Objective: Student attendance will increase from 92% to 95%











**High Priority**

**Evaluation Data Sources:** Skyward Attendance Reports

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue for next year

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Create a written campus attendance action plan <b>Strategy's Expected Result/Impact:</b> Daily attendance will increase. <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement a written process for truancy prevention to monitor students with chronic absences or who are at high risk for not meeting attendance requirements. <b>Strategy's Expected Result/Impact:</b> Students with chronic absences will be identifies. Appropriate attendance interventions will be identified to increase daily attendance. <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Provide training to campus staff on the district's procedures to address attendance requirements <b>Strategy's Expected Result/Impact:</b> Teachers will understand the policy and choose appropriate supports for students with chronic absences. <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Send communication letters to students and parents, guardians, or caregivers for improved school attendance and perfect attendance. <b>Strategy's Expected Result/Impact:</b> Parent awareness and knowledge of the importance of school attendance will increase. Student attendance will increase and academic data will increase. <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Partner with Communities in Schools to develop attendance incentives for perfect attendance and great attendance. <b>Strategy's Expected Result/Impact:</b> Daily attendance rates will increase. <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.




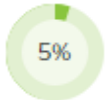
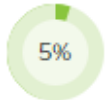








**Performance Objective 2:** Strategic Priority: BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

Aligned Performance Objective: Survey data will show increased positive perceptions of physical and psychological safety at schools

**Evaluation Data Sources:** Survey Data  
Communities In School Data  
Panorama Survey

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide safety drill training and debrief for staff and students throughout the year <b>Strategy's Expected Result/Impact:</b> Students and staff will know procedures to stay safe and feel confident about safety procedures as school. Systems will be able to be refined to be as efficient as possible. <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement student focus group to elicit feedback on school procedures, including discipline and safety topics. <b>Strategy's Expected Result/Impact:</b> Student voice will allow us to refine policies and procedures at school to become a more welcoming and efficient school. <b>Staff Responsible for Monitoring:</b> Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Conduct and provide consistent feedback on safety audits. <b>Strategy's Expected Result/Impact:</b> Safety procedures will be implemented with more consistency. <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			












**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.








**Performance Objective 3:** Strategic Priority: BISD will enhance its on boarding experience to prepare every new employee for success in BISD.  
 Aligned Performance Objective: Retain 85% of teachers.

**Evaluation Data Sources:** Retention and Hiring Reports

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue next year

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide ongoing support for teacher leaders in adult facilitation and team dynamics. <b>Strategy's Expected Result/Impact:</b> Team dynamics will improve and staff will feel comfortable working with a team of teachers to plan and implement daily lessons. <b>Staff Responsible for Monitoring:</b> Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice. <b>Strategy's Expected Result/Impact:</b> Teachers will be able to implement feedback in a manageable way to refine their teaching craft so achievement data will improve. <b>Staff Responsible for Monitoring:</b> Admin Team Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Develop individual support for staff using Swivl technology to support in pedagogy and content development. <b>Strategy's Expected Result/Impact:</b> Teacher will obtain the necessary skills to effectively teach their assigned position. <b>Staff Responsible for Monitoring:</b> Principal Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Develop marketing materials with staff testimonies that present the school as an attractive place to work. <b>Strategy's Expected Result/Impact:</b> The accomplishments of our campus is will highlighted in an effort to recruit additional staff. <b>Staff Responsible for Monitoring:</b> Principal	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4:** Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.







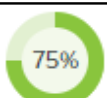
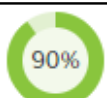
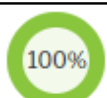
**Performance Objective 1:** Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.








Aligned Performance Objective: Survey data will show increased positive perceptions of parent and community engagement opportunities

**Evaluation Data Sources:** Parent and Community Engagement Survey  
Family Newsletters

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue parental engagement next year

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Administer customized surveys for parents and families to determine specific engagement needs. <b>Strategy's Expected Result/Impact:</b> Parents and families will give feedback so systems may be refined to maximize our family engagement practices. <b>Staff Responsible for Monitoring:</b> Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Collaborate with campus PTA to provide support and increase parent engagement efforts <b>Strategy's Expected Result/Impact:</b> PTA will become advocates for the campus and help recruit families to increase the parental involvement. <b>Staff Responsible for Monitoring:</b> Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement a Watch D.O.G.S program to partner with role models in the school community. <b>Strategy's Expected Result/Impact:</b> The additional role models on campus will allow students to connect with stakeholders in the community. <b>Staff Responsible for Monitoring:</b> Counselor Assistant Principal	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Offer Comparneros en la Crianza de los Hijos course for the parents of our Emergent Bilingual students. <b>Strategy's Expected Result/Impact:</b> The parents of our Emergent Bilingual students will feel more welcomed and attend school activities. <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4: Collaborative Partnerships:** We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.




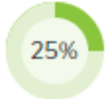









**Performance Objective 2:** Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Aligned Performance Objective: Increase in business and community member participation in campus committees and events.

**Evaluation Data Sources:** Volunteer Rosters  
Committee Rosters

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Engage community and business partners in meaningful opportunities to participate. <b>Strategy's Expected Result/Impact:</b> Community and business partners will partner with our campus to help provide meaningful learning experiences for students. <b>Staff Responsible for Monitoring:</b> Counselor Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Recognize community and business participation and/or sponsorship in campus newsletters and on social media. <b>Strategy's Expected Result/Impact:</b> With the showing of appreciation and advertisement, additional businesses and community organization will be interested in supporting our campus. <b>Staff Responsible for Monitoring:</b> Principal Communication Liaison	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Establish an inclusive campus welcoming system that engages all visitors. <b>Strategy's Expected Result/Impact:</b> Visitors will feel welcomed at the campus and want to participate in our school community. <b>Staff Responsible for Monitoring:</b> Principal	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Budget for Emile Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 5.2

**Brief Description of SCE Services and/or Programs**

--

## Personnel for Emile Elementary

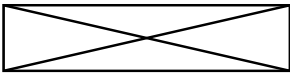
<u>Name</u>	<u>Position</u>	<u>FTE</u>
B. Isaac	Intervention Paraprofessional	0.5
G. Torres	Intervention	1
H. Triplet	Intervention	1
J. Phillips	RtI Paraprofessional	1
M. Pineda Rodriguez	RtI Paraprofessional	0.7
W. Chauvin	RtI Paraprofessional	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A. Pardue	Instructional Coach	Curriculum and Instruction	1.0
T. Carillo	RtI Paraprofessional	Response to Intervention	1.0

# Addendums





## Emile Elementary – Parent and Family Engagement Policy

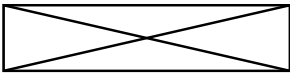
2022-2023

Parents and staff at Emile Elementary have developed and agreed on the following Parent and Family Engagement Policy. The policy will be sent home with the last report card of the year and at the beginning of the school year with first day packets.

In order to build a dynamic home-school partnership we will provide the following:

- An annual meeting where parents will learn about the requirements of the school's Title I program and be given an opportunity to become involved with their child's education.
- Parent meetings and conferences held during the first semester at different times during the day to accommodate the needs of parents. Title I funds may be used to pay for any reasonable and necessary expenses such as interpreters, translators, child care or home visit expenses to enable parents to participate in school related meetings and training sessions.
- A description and explanation of the curriculum used, the forms of academic assessments used to measure student progress and proficiency levels students are expected to meet will be provided to parents through conferences, meetings, and newsletters.
- A school-parent compact designed by parents and school staff that outlines how parents, staff, and the students will share the responsibility for improvement in student academic achievement.
- Information relating to school and parent programs, meetings, and other activities will be sent to parents in a timely manner.
- Materials and specific training, such as make-n-takes, to help parents work with their children to improve achievement.

Parents and community members are always welcome at our school. By making suggestions to improve our school and by working together we can make all the students at Emile Elementary successful learners.



## Emile Elementary – Póliza de participación entre padres y familias

2022-2023

Los padres y maestros de Emile elementary han desarrollado y se han comprometido a la siguiente poliza de participación entre los padres y las familias. Esta póliza será enviada a casa junto con la última carta de reporte y al principio del año con los paquetes del primer día de clases.

Para poder desarrollar una colaboración entre el hogar y la escuela, nosotros proveeremos lo siguiente:

- Una junta cada año donde los padres pueden aprender sobre los requisitos del programa de Título I y darles la oportunidad de involucrarse en la educación de su hijo/a.
- Juntas y conferencias con los padres serán durante el primer semestre a diferentes horas del día para acomodar sus horarios. Los fondos de Título I pueden ser usados para pagar costos necesarios tales como intérpretes, traductores, cuidado de niños, o visitas al hogar para facilitar la participación de los padres en cuanto a las juntas y sesiones de entrenamiento.
- Una explicación y detalles sobre el currículum que se usa, las formas de los exámenes usados para medir el progreso y nivel de dominio que a los estudiantes se les requiere llegar serán dados a los padres a través de conferencias, juntas y boletines.
- Un contrato entre la escuela y los padres, diseñado por los padres y personal de la escuela que explica cómo los padres, maestros, y estudiantes comparten la responsabilidad para mejorar el éxito académico estudiantil.
- Los padres serán informados con tiempo suficiente de toda información relacionada con la escuela y programas para padres, juntas u otras actividades.
- Materiales y entrenamientos para el desarrollo de los padres en cómo pueden ayudar a sus hijos a ser exitosos.

Los padres y miembros de la comunidad siempre son bienvenidos en la escuela. Al proponer sugerencias para mejorar nuestra escuela, y al trabajar juntos podemos hacer que todos los estudiantes de Emile Elementary aprendan exitosamente.

EES EOY Data Amplify MClass Screener 21-22				
KINDERGARTEN				
<b>EOY Overall</b>		<b>Benchmark</b>	<b>Strategic</b>	<b>Intensive</b>
<b>126 Students</b>		43%	37%	20%
1ST GRADE				
<b>EOY Overall</b>		<b>Benchmark</b>	<b>Strategic</b>	<b>Intensive</b>
<b>155 Students</b>		16%	42%	42%
2ND GRADE				
<b>EOY Overall</b>		<b>Benchmark</b>	<b>Strategic</b>	<b>Intensive</b>
<b>143 STUDENTS</b>		6%	52%	42%
3RD GRADE				
<b>EOY Overall</b>		<b>Benchmark</b>	<b>Strategic</b>	<b>Intensive</b>
<b>131 STUDENTS</b>		13%	62%	25%

	May 2022 STAAR Grade 3 Reading Preliminary			
	Total Students	Approaches	Meets	Masters
English	130	72.31%	50.77%	33.08%
Spanish	1	0%	0%	0%
	May 2022 STAAR Grade 4 Reading Preliminary			
	Total Students	Approaches	Meets	Masters
English	134	66.42%	50%	23.13%
Spanish	0	--%	---%	--%
	May 2022 STAAR Grade 3 Mathematics Preliminary			
	Total Students	Approaches	Meets	Masters
English	129	65.12%	41.09%	13.18%
Spanish	1	100.00%	0.00%	0.00%
	May 2022 STAAR Grade 4 Mathematics Preliminary			
	Total Students	Approaches	Meets	Masters
English	134	44.03%	23.13%	10.45%
Spanish	0	--	--%	--%

Amplify-DIBELS Data K-4: Composite Scores								
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
	Well Below Grade Level		Below Grade Level		At Grade Level		Above Grade Level	
Kinder	54%	40%	13%	12%	16%	30%	17%	18%
1st	50%	35%	17%	15%	22%	27%	11%	23%
2nd	38%	26%	21%	15%	27%	37%	14%	22%
3rd	35%	35%	14%	20%	33%	20%	18%	25%
4th	33%	31%	20%	19%	37%	32%	10%	18%

Emile Elementary  
Parent-School Compact  
2022-2023

As a school family, we each have a responsibility to stay informed by attending meetings and activities at our school and by keeping up with parent-teacher communication. By working together to take on the responsibilities, we will establish the very best environment, opportunity and experience for every Emile student. It is what we work towards and why we are here every day!

**As a school we agree to:**

- Encourage communication through meetings, conferences, notes, emails, parent nights, phone calls and web publications.
- Hold high expectations for ourselves and our students to exceed state and national standards in all content areas.
- Show respect to all students.
- Adjust the instructional program to meet the academic needs of all students.
- Work to provide a safe and orderly environment.
- Provide progress reports and report cards on how your student is progressing. Report cards will be available electronically through Skyward Family Access. Paper copies may be requested to be sent home. Progress reports will be available midway through each grading period via Skyward Family Access or paper copies.

**As a Parent/Guardian, I agree to:**

- Communicate on a regular basis with my child about school activities.
- Make sure my child is on time and prepared every day for school.
- Know how my child is doing in school by communicating with teachers.
- Ensure that my child does his/her homework or reads at home daily.
- Maintain current phone numbers, medical and other pertinent school information.
- Communicate to my child's teachers any circumstances that would directly affect my child's ability to learn.

**As a student of Emile Elementary School, I agree to:**

- Be safe, respectful, and responsible.
- Come to school every day ready to do my best.
- Attend all my classes daily and on time.
- Listen and follow directions.
- Follow the Bastrop Code of Conduct.
- Ask for help when I don't understand.
- Complete and return my assignments and homework on time.

Emile Elementary  
Contrato entre la escuela y los padres  
2022-2023

Como familia escolar, cada uno de nosotros tenemos una responsabilidad de mantenernos informados al asistir a juntas y actividades de la escuela y tener una comunicación abierta entre padres y maestros. Al trabajar juntos, estableceremos un mejor ambiente, oportunidades y experiencias para cada estudiante de Emile. ¡Esta es la razón por la cual trabajamos tanto y el porqué estamos aquí todos los días!

**Como escuela, nos comprometemos a:**

- Promover comunicación a través de juntas, conferencias, notas, correos electrónicos, noche de padres, llamadas telefónicas, y publicaciones en línea.
- Mantener altas expectativas para nosotros y para nuestros estudiantes a sobrepasar los estándares estatales y nacionales en todas las áreas de contenido.
- Mostrar respeto a todos los estudiantes.
- Ajustar el programa de instrucción para satisfacer la necesidad académica de todos los estudiantes.
- Trabajar para proveer un ambiente seguro y ordenado.
- Proveer cartas de reporte para poder monitorear el progreso de su estudiante. Estas cartas estarán disponibles por medio del acceso familiar en Skyward. Usted puede pedir que se le manden estos reportes en papel. Los reportes de progreso estarán disponibles a mediados de cada periodo de calificación a través del acceso familiar en Skyward o en papel.

**Como padre/guardián, me comprometo a:**

- Tener una comunicación diaria con mi hijo/a acerca de las actividades escolares
- Asegurar que mi hijo/a llegue puntual y preparado/a para la escuela diariamente
- Estar informado del progreso de mi hijo/a y tener comunicación con los maestros.
- Asegurar que mi hijo/a haga su tarea o lea diariamente.
- Mantener números de teléfono, información médica -u otra información pertinente- actualizados.
- Comunicar con los maestros de mi hijo/a cualquier circunstancia que pueda directamente afectar su aprendizaje.

**Como un estudiante de Emile Elementary School, me comprometo a:**

- Ser respetuoso, responsable y mantenerme seguro.
- Estar presente en la escuela y hacer lo mejor que puedo.
- Venir a la escuela todos los días y llegar a tiempo.
- Escuchar y seguir instrucciones.
- Seguir el código de conducta de Bastrop.
- Pedir ayuda cuando no entiendo.
- Terminar y entregar mis trabajos y tareas a tiempo.

**Bastrop Independent School District**

**Genesis High**

**2022-2023 Campus Improvement Plan**

**Accountability Rating: C**





# Mission Statement

Our purpose is to graduate our students and assist them with post-secondary education and workforce options.

## Vision

Our vision is to open doors of opportunity by paving a clear path to graduation for our students at Genesis High School.

## Core Beliefs

Family is the foundation that supports the development of the individual and the community.

Respect for other and self is shown through attitude and action.

Appreciation for diversity strengthens our community.

Investment in optimism leads to success.

Service to others builds community and personal growth.

Collaboration and team work enrich outcomes.

Commitment and strong work ethic are valued qualities.

A Culture of high expectations is a commitment to our future.

Positive character produces positive actions.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Fall 2022 -2023

%	Economically Disadvantaged
%	ESL/LEP
%	SPED
100%	At Risk
%	Hispanic
%	White
%	African American
%	Two or More Races

### Demographics Strengths

The diversity of the student body is the greatest strength of Genesis High School's demographics and serves students in the Rural-Distant district Bastrop ISD.

Students are largely motivated to work within a flexible setting at their own pace to complete work that may have been less appealing to them in a more traditional high school. There are currently students enrolled in Genesisa as of .

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** All of the students enrolled in Genesis are at risk of dropping out of high school. **Root Cause:** BHS and CCHS refer students who are at risk of dropping out of high school to Genesis.

# Student Achievement

## Student Achievement Summary

Students	2021-2022
Number of Students Enrolled	269
Number of Credits Earned by Students	1181
Number of Graduates	163
Number of Returning Students	51
Number of Students Enrolled in Another District	46
Number of Students Incarcerated as Adults	0

## TEA Accountability Ratings Overall Summary

	2022 Rating
<b>Overall</b>	72-C
Student Achievement	76-C
STARR Performance	65
College, Career, and Military Readiness	83
Graduation Rate	85
Closing the Gaps	62

STAAR DATA from TEA	2021 - 2022 Approach/Meet/Master
English 1 &2	26/6/0
US History	56/22/3
Algebra 1	33/0/0
Biology	38/0/0

## **Student Achievement Strengths**

Genesis graduated 163 students in 2021 -2022.

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** First time testers in English 1 and English 2 performed below expectations. **Root Cause:** Gaps in the education of our first time test takers are extensive.

**Problem Statement 2 (Prioritized):** The results for first time testers in US History have flattened in the last three years. **Root Cause:** Gaps in the education of our first time test takers are extensive.

# School Culture and Climate

## School Culture and Climate Summary

Due to the nature of our accelerated, self-paced fuxk yiou program and the fact that our students are looking for the quickest way to graduate high school (as well as numerous other factors such as work schedules and childcare,) Genesis High School does not offer traditional extracurricular activities. However, there are other avenues for participation that our school is currently exploring.

There were no discretionary placements at DAEP for Genesis students during 2021-22 school year. There were six mandatory placements at DAEP in 2021-22. Sixteen students were suspended (out of school) for one to three days during the 2021-22 school year. The total number of OSS days assigned was 36. Genesis does not operate an ISS program.

Genesis HS operates on the Optional Flexible School Day Program. Using this attendance program, we succeeded in graduating 160 students in 2021-2022.

## School Culture and Climate Strengths

We have a number of students who are willing to participate in school programs that offer flexibility and outlets for our students' generosity and altruism. We are continually working on ways to enfranchise students and still remain flexible with their work and school schedules.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Panorama student surveys show that Genesis students lack a feeling of belonging to the school. **Root Cause:** Genesis is a non-traditional drop out recovery high school. Students are put into a graduation program to expedite their earning of a diploma. We do not have clubs or extra-curricular activities.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

One staff member left Genesis at the end the 2021-22 school year. He left because of a change in head coaches at BHS.

## Staff Quality, Recruitment, and Retention Strengths

During the 2022-2023 school year, Genesis has 7.5 teachers. All teachers were ESL certified, and one teacher holds a special education certificate. Seven teachers hold credentials in the academic core. All of the Genesis staff are able to teach multiple preps.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Genesis cannot grow beyond its current size. **Root Cause:** We have only seven classrooms in the school.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Genesis High School currently operates with 7.5 teachers who supervise classrooms utilizing one on one instruction and the self-paced APEX online curriculum for credit recovery and original credit. This curriculum is web-based and can be accessed at home as well as at school. Furthermore, Genesis HS offers open seating from 8-9:30 am before school where students can go to their teacher of choice to work on their credits. Genesis administrators conduct a transcript analysis, meet with students frequently, and create the quickest path to graduation possible for all Genesis HS students, routinely changing schedules as credits are completed. Bi-weekly progress reports go out on Fridays to every student in GHS.

## Curriculum, Instruction, and Assessment Strengths

Flexible attendance, open seating daily, regular progress updates with administration, web-based credit recovery program and original credit including individualized counseling based on student transcripts provide students with supports to graduate.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** Genesis needs to improve in the CCMR measure of state accountability. **Root Cause:** TSI testing and ACC student enrollment has not been systematically instituted.



# Parent and Community Engagement

## Parent and Community Engagement Summary

Genesis High School believes that family and community involvement is a critical factor in the success of students who need to complete their high school careers. GHS administration requires a meeting with families and students personally as part of the enrollment process to discuss the student's needs and create the plan for graduation. Genesis office staff facilitates parents' online access through BISD's family access in Skyward, and teaching staff reaches out regularly to parents via phone and e-mail SCHOOL STATUS. GHS continues to make efforts to involve its students in the larger community by seeking opportunities to help students "plugin" and help where they can.

## Parent and Community Engagement Strengths

GHS has facilitated parent online access, an involvement in the planning for student graduation, and opportunities for students to help the larger community. GHS continues to grow its social media presence and community presence through participation and sharing of information.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent involvement at Genesis is very low. **Root Cause:** Many Genesis students are adults or unaccompanied minors.

# School Context and Organization

## School Context and Organization Summary

Genesis High School is an alternative education high school with a capacity for 100 students at a time due to the unique scheduling needs of students and our staff of 7.5 teachers. The curriculum is run through the web-based APEX program on computers with individual one on one instruction provided by teachers depending on students' individual plans. Our goal is to put students on the fastest path to graduation and remove any potential "roadblocks" to their graduation as possible, building them up and helping to counsel them through their post-secondary options.

## School Context and Organization Strengths

The strength of GHS is in its flexibility both with attendance (Optional Flexible School Day Program) and scheduling. Students are able to finish school and still go to work or attend to other matters such as childcare while working within an independent program on Edgenuity that is supported by a certified classroom teacher.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Some students are not working on school work in a timely fashion. **Root Cause:** Some students have priorities other than school.

# Technology

## Technology Summary

Genesis HS is an almost completely computer-based school with opportunities for one on one teaching as needed with each student. Students can work as quickly as they want to in order to complete credits for a high school diploma. Teachers act largely as facilitators in the classrooms as each student has different needs in different subject areas. The high school is dependent both on the Internet and the technology hardware in the classroom in order to deliver the online curriculum to each student and move them toward graduation. Genesis classrooms were equipped with new computer hardware in August of 2021, when the school moved to using ChromeBoxes.

## Technology Strengths

The fact that GHS is entirely computer-based allows students the flexibility they need to work at their own pace and ask for one on one help as needed. The small classes allow teachers to troubleshoot tech problems easily, and the small staff and close proximity to one another allow the campus assistant principal to quickly resolve issues. The use of the APEX program allows students to work at home or at school as the program is web-based. The program also enables students to have material read to them, provides note-taking assistance, and other accommodations.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Issuing Genesis students technology to work with at home has been largely unsuccessful (chromebooks and hotspots). **Root Cause:** All students enrolled in Genesis are at risk of dropping out of high school.

# Priority Problem Statements

**Problem Statement 1:** First time testers in English 1 and English 2 preformed below expectations.

**Root Cause 1:** Gaps in the education of our first time test takers are extensive.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** The results for first time testers in US History have flattened in the last three years.

**Root Cause 2:** Gaps in the education of our first time test takers are extensive.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Genesis needs to improve in the CCMR measure of state accountability.

**Root Cause 3:** TSI testing and ACC student enrollment has not been systematically instituted.

**Problem Statement 3 Areas:** Curriculum, Instruction, and Assessment

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- District goals
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

## **Student Data: Student Groups**

- Dyslexia data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

## **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Evaluation(s) of professional development implementation and impact

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data

# Goals

**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.







**Performance Objective 1:** Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.





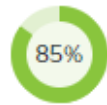


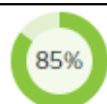
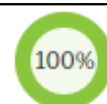




Aligned Performance Objective: Implement Social Emotional Learning (SEL) curricular resources focused on building community within our classrooms, addressing students' social and emotional needs, and teaching stress management techniques.

**Evaluation Data Sources:** Discipline Data

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue Implement campus training resources to ensure meaningful and timely training on MTSS best practices

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Implement campus training resources to ensure meaningful and timely training on MTSS best practices. <b>Strategy's Expected Result/Impact:</b> Decrease in OSS. <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> During intake, the principal will review each student's discipline record with both the student and their parent/guardian. Genesis discipline procedures will be explained to the new student and parent during the intake interview. <b>Strategy's Expected Result/Impact:</b> Students and parent will understand Genesis discipline procedures and we will have the lowest per capita OSS and DAEP placements in the school district. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> The assistant principal's office will be moved to the Genesis wing and teachers will not write referrals. <b>Strategy's Expected Result/Impact:</b> Administration will deal with discipline issues in real time. Increased student time in class. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Genesis will conduct threat assessments with ongoing training and implementation of a multi-hazard emergency operations plans. <b>Strategy's Expected Result/Impact:</b> Genesis will become a safer learning environment. <b>Staff Responsible for Monitoring:</b> Threat Assessment Team  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Genesis will provide guidance on recognizing harmful, threatening, or violent behavior that may pose a threat. <b>Strategy's Expected Result/Impact:</b> Genesis will become a safer learning environment. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			



**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.







**Performance Objective 2:** Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.







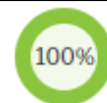
Aligned Performance Objective: Increase students' positive self perception of self-management and growth mindset skills.











**Evaluation Data Sources:** Panorama SEL Student Survey Data  
Discipline Data  
Graduation Rate

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue performance objective and add shared intake career survey

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Implement Campus-Wide Behavior and Classroom Management practices including consistent expectations for common areas and classrooms utilizing the BISD Discipline Matrix, Consistency Guide & Positive Behavior Interventions & Supports. <b>Strategy's Expected Result/Impact:</b> Decrease in OSS and DAEP placements. <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> All Genesis staff will attend the Trauma-Informed Schools Training as well as training in sexual abuse, human trafficking and other maltreatment of children, during the district PD week at the start school. <b>Strategy's Expected Result/Impact:</b> Genesis faculty and staff will understand their role in preventing the abuse of children and increasing their efficacy in managing student behavior. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>Superintendent Goals:</b> SG 1, SG 2	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Conduct campus investigations that promote and support a safe and orderly learning environment. <b>Strategy's Expected Result/Impact:</b> Decrease in the number of bullying incidents and threat assessments. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Assistant principal will code discipline descriptively using local codes and state codes. <b>Strategy's Expected Result/Impact:</b> Measure implementation and analyze data to share with staff and improve student behavior. <b>Staff Responsible for Monitoring:</b> Principal and assistant principal  <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Genesis teachers and administrators will provide ongoing SEL lessons and support for all Genesis students. <b>Strategy's Expected Result/Impact:</b> Genesis's low disciplinary referral rate will continue unabated. <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1, SG 2	Formative		Summative
	Nov	Feb	Apr
			
Strategy 6 Details	Reviews		
<b>Strategy 6:</b> All disciplinary data will be reviewed on a monthly basis by the safety committee and administration. <b>Strategy's Expected Result/Impact:</b> Genesis's low disciplinary referral rate will continue unabated. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1, SG 2	Formative		Summative
	Nov	Feb	Apr
			

Strategy 7 Details	Reviews		
<b>Strategy 7:</b> Genesis administration will address bullying in a consistent manner with other campuses in the district per district training. <b>Strategy's Expected Result/Impact:</b> Bullying investigations at Genesis will follow district protocols. <b>Staff Responsible for Monitoring:</b> Assistant Principal and Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
Strategy 8 Details	Reviews		
<b>Strategy 8:</b> All disciplinary infractions will be entered into Skyward by an administrator at Genesis. <b>Strategy's Expected Result/Impact:</b> Consistency in use of discipline codes and entry will result in data that is sound. <b>Staff Responsible for Monitoring:</b> Assistant Principal and Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.




**Performance Objective 3:** Strategic Priority: BISD will develop systems and structures that value student ownership of their academic and behavioral success.

Aligned Performance Objective: Increase the percentage of students at Meets Grade Level on STAAR Math from 0% to 10% and STAAR Reading from 6% to 10%

**Evaluation Data Sources:** Fall 2022 STAAR EOC Results  
Spring 2023 STAAR EOC Results

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue to increase percentage of students at Meets grade level

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Ensure interventions and supports are provided and document for students to address instructional gaps and deficiencies due to COVID-slide  <b>Strategy's Expected Result/Impact:</b> EOC Targets: E1 and E2 - 30/10/10 A1 - 50/10/10 BI - 60/10/10 US - 70/10/10  <b>Staff Responsible for Monitoring:</b> Principal and assistant principal  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			







Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement small group instruction with fidelity. <b>Strategy's Expected Result/Impact:</b> EOC Targets: E1 and E2 - 30/10/10 A1 - 50/10/10 BI - 60/10/10 US - 70/10/10 <b>Staff Responsible for Monitoring:</b> TTESS Appraisers  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			














**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 1:** Strategic Priority: BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.

Aligned Performance Objective: Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading.

- Evaluation Data Sources:** Number of credits and diplomas earned.  
Number of EOCs met, mastered, and approaching grade level.
- Summative Evaluation:** Met Objective
- Next Year's Recommendation:** Continue performance objective AND increase time on writing process and results

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> All Genesis teachers will have ESL endorsement. <b>Strategy's Expected Result/Impact:</b> Growth on TELPAS. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 2	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Refine, support, and monitor the ESL program: content-based. <b>Strategy's Expected Result/Impact:</b> Growth on TELPAS and STAAR EOCs. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- Superintendent Goals:</b> SG 2	Formative		Summative
	Nov	Feb	Apr
			











Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Provide support by scheduling the special education chair one dedicated period for special education case management to assist teachers in the classroom with special education students, provide the accommodation documentation to the teachers upon enrollment, prepare for ARDs and attend ARDs. <b>Strategy's Expected Result/Impact:</b> Case management appraisal. <b>Staff Responsible for Monitoring:</b> SPED department chair  <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Implement small group instruction and one on one tutorials with fidelity. <b>Strategy's Expected Result/Impact:</b> Growth on TELPAS and STAAR EOCs. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 2	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Provide teachers direct access to TAMS for test data on each of their students. <b>Strategy's Expected Result/Impact:</b> Teachers will be better able to tailor the tutorials and small group instruction to the individual needs of the students. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 2	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 2:** Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Aligned Performance Objective: Increase training and coaching on implementing the teaching and learning strategies of academic conversations, explicit vocabulary instruction, and higher order thinking questions for all grades levels and content areas.

- Summative Evaluation:** Some progress made toward meeting Objective
- Next Year's Recommendation:** We will use more cognates in our teaching and help our students improve support their answers with evidence from the text.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide support and coaching to Genesis teachers. <b>Strategy's Expected Result/Impact:</b> Increase in the number of credits earned and students graduating. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principaol  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- Superintendent Goals:</b> SG 2	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Support Genesis staff by having monthly staff meetings to coach, support instruction, and work together refine strategies. <b>Strategy's Expected Result/Impact:</b> Increase in the number of credits earned and students graduating. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- Superintendent Goals:</b> SG 2	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			








**Goal 3:** Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.










**Performance Objective 1:** Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.








Aligned Performance Objective: Student attendance will increase from 40% to 70%.

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue to build a welcoming environment for all students

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Communicate with parents and community members through various mediums. <b>Strategy's Expected Result/Impact:</b> Call logs and emails Increased student completion rates <b>Staff Responsible for Monitoring:</b> All staff  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Support students by providing informative links on the website regarding graduation requirements, bell schedule, school application, graduation (foundation high school program and graduation plan). <b>Strategy's Expected Result/Impact:</b> Accurate information and links on the website <b>Staff Responsible for Monitoring:</b> Administration  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
	N/A		

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Return all calls and emails within 24 hours and ensure a welcoming environment in the front office for parents and visitors. <b>Strategy's Expected Result/Impact:</b> Genesis will be regarded as a caring school. <b>Staff Responsible for Monitoring:</b> Front Office Staff and Administration  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> During intake, the principal will review each student's attendance record with both the student and their parent/guardian. Genesis attendance procedures will be explained to the new student and parent during the intake interview. <b>Strategy's Expected Result/Impact:</b> Student attendance will increase. <b>Staff Responsible for Monitoring:</b> Principal and Attendance Clerk  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Implement a written process for truancy prevention to monitor students with chronic absences or who are at high risk for not meeting attendance requirements. <b>Strategy's Expected Result/Impact:</b> Increase in student attendance rates. <b>Staff Responsible for Monitoring:</b> Principal and Attendance Clerk.  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			







Strategy 6 Details	Reviews		
<b>Strategy 6:</b> Provide training to Campus staff on the district's procedures to address attendance requirements. <b>Strategy's Expected Result/Impact:</b> Increased student attendance. <b>Staff Responsible for Monitoring:</b> Principal and Attendance Clerk  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			














**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 2:** Strategic Priority: BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

Aligned Performance Objective: Survey data will show increased positive perceptions of physical and psychological safety at schools.

- Evaluation Data Sources:** Panorama SEL student surveys administered two times per year (school safety measure)
- Summative Evaluation:** Some progress made toward meeting Objective
- Next Year's Recommendation:** We could do an exit questionnaire upon graduation.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Work with all community, campus and district partners (advisers, social workers, parent liaisons, truancy officers, SROs, etc.) to ensure student needs are met. <b>Strategy's Expected Result/Impact:</b> Increased student completion rates <b>Staff Responsible for Monitoring:</b> Administration and Teachers  <b>TEA Priorities:</b> Connect high school to career and college - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Provide safety drill training and debrief for staff and students throughout the year. <b>Strategy's Expected Result/Impact:</b> All required safety drills will be conducted. <b>Staff Responsible for Monitoring:</b> Assistant Principal and BISD PD  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Improve facility infrastructure to positively impact campus safety. Submit maintenance requests in a timely manner on all door and gate/fence issues. <b>Strategy's Expected Result/Impact:</b> Building will be safer. <b>Staff Responsible for Monitoring:</b> Administration and Principal's Secretary  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Ensure students have a learning environment where their physical and emotional well being and safety are prioritized daily. <b>Strategy's Expected Result/Impact:</b> Increased student attendance. <b>Staff Responsible for Monitoring:</b> All Staff  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Administration will ensure that Genesis students have access to social worker to provide for mental health needs ad supports. <b>Strategy's Expected Result/Impact:</b> Students will have access to counselors when needed. <b>Staff Responsible for Monitoring:</b> Counselor  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.








**Performance Objective 3:** Strategic Priority: BISD will enhance its onboarding experience to prepare every new employee for success in BISD.

Aligned Performance Objective: Retain 100% of teachers.

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue doing what we do

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice. <b>Strategy's Expected Result/Impact:</b> Increased effectiveness in TTESS appraisals. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Connect new teachers with experienced mentors. <b>Strategy's Expected Result/Impact:</b> New teachers will stay with Genesis and BISD. <b>Staff Responsible for Monitoring:</b> Principal and Teacher Mentors  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Ensure that all teachers have the necessary tools and supplies to conduct their classrooms and teach. <b>Strategy's Expected Result/Impact:</b> 100% of Genesis teachers will return next year. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			







**Goal 4: Collaborative Partnerships:** We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 1:** Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.











Aligned Performance Objective: Survey data will show increased positive perceptions of parent and community engagement opportunities.

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** Continue family/community engagement and parent education activities to support and accelerate student outcomes.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Implement strategic processes to support the unique needs of families of students experiencing homelessness, foster care students, and migrant students. Principal will connect all incoming students with the services they need during the intake interview. <b>Strategy's Expected Result/Impact:</b> New Genesis students and their parent/guardian will regard Genesis as a caring school. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Matriculate students from BHS and CCHS that have been placed at DAEP if their placements are greater than 45 days. <b>Strategy's Expected Result/Impact:</b> Long term DAEP students will graduate from high school faster and the perception of BISD will be positive. <b>Staff Responsible for Monitoring:</b> Genesis and DAEP Principals  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			



Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement mandatory student improvement on STAAR EOC exams for the IGC (Individual Graduation Committee) process. The process will be explained to the student and parent/guardian by the principal during the intake process. <b>Strategy's Expected Result/Impact:</b> Increased student achievement on STAAR EOC and a positive student/parent perception regarding Genesis. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments <b>- Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Conduct a comprehensive transcript and testing history audit during the intake process. Timelines will be discussed as well. <b>Strategy's Expected Result/Impact:</b> Every Genesis student and their parent/guardian will know exactly what the student needs to do to graduate. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			










**Goal 4: Collaborative Partnerships:** We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 2:** Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Aligned Performance Objective: Increase in business and community member participation in campus committees and events.

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue building partnership with Transitional Summits

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Engage community and business partners in meaningful opportunities to participate. <b>Strategy's Expected Result/Impact:</b> Increase in business and community member participation in campus committees and events. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Recognize community and business participation and/or sponsorship in campus newsletters and on social media. <b>Strategy's Expected Result/Impact:</b> Increase in business and community member participation in campus committees and events. <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4: Collaborative Partnerships:** We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.







**Performance Objective 3:** Strategic Priority: BISD will strengthen external partnerships to help students attain industry certifications, work experience, and/or sponsorship opportunities.








Aligned Performance Objective: Increase the percentage of graduates that are college, career, and/or military ready (CCMR) from 18% to 25%.

**Evaluation Data Sources:** Notes regarding discipline and facilities to see correlations

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue Career and Transitional Summits

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Increase student participation in youth career day opportunities and industry-specific job fairs. <b>Strategy's Expected Result/Impact:</b> More Genesis students will land jobs. <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Increase the number of Genesis students taking the TSIA2. <b>Strategy's Expected Result/Impact:</b> More Genesis students will be college ready in reading, writing and mathematics upon graduation. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>- Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement transition planning in Genesis. <b>Strategy's Expected Result/Impact:</b> More Genesis students will pursue post-secondary education and /or job training opportunities. <b>Staff Responsible for Monitoring:</b> Coordinator of Work Based Learning and Principal  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

# State Compensatory

## Budget for Genesis High

Total SCE Funds: \$0.00  
Total FTEs Funded by SCE: 6  
Brief Description of SCE Services and/or Programs

## Personnel for Genesis High

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Genesis		6

## 2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Non-classroom Professional	Shawn Adams	Assistant Principal
Administrator	Martin Conrardy	Principal
Classroom Teacher	Kevin Woehl	Teacher
Classroom Teacher	Monica Roffol	Teacher
Classroom Teacher	Deb Zoda	Teacher
Classroom Teacher	Ecaterina Stiurca	Teacher
Business Representative	Anthony Adams	Business
Classroom Teacher	Annette DeLeon	Teacher
Parent	???? ????	
District-level Professional	Tonya Coleman	District Lead Nurse
Classroom Teacher	Jeff Perez	Teacher
Classroom Teacher	Teresa Acklin	Teacher

# Addendums

CIP Team Agenda:

12/14/2022

November Formative Review of CIP

Meeting Minutes:

Shawn shares Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Our first objective is to promote SEL in classrooms to ensure students' emotional needs are met. We cover how GHS strategically does this such as SA desk in GHS hallway and all hands on deck to provide a safe learning environment.

Our second objective is to identify work/life skills most important for students to know and create a framework for implementing them. As a group we discuss our strategies addressing this such as decreasing placements in OSS/DAEP and attending relative training sessions as a staff.

Our third objective is to develop systems and structures that value student ownership of their academic and behavioral success. We discuss strategies such as working to meet EOC targets.

Shawn shares Goal 2: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Our first objective is we will promote a collaborative and adaptable learning environment that gives students opportunities to excel. We discuss how all GHS staff has ESL endorsement to ensure growth on TELPAS and STAAR EOC along with monitoring and support of our ESL and SPED programs.

Our second objective is we will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking. We discuss our success implementing strategies of supporting the teachers from admin.

Shawn shares Goal 3: We will develop student-centered learning environments that provide a foundation for positive connections and take risks with their learning.

We go over our objectives and share our strategies on how to ensure we do our best to increase attendance from 40 to 70 percent, providing a safe environment for students and staff as well as teacher retention. Shawn mentions our website need to be updated with bell schedule, and graduation requirements.

Shawn shares Goal 4: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

We cover each objective emphasizing events such as the Career Summit and representatives from the Universal Institute of Technology that GHS students were invited to participate in. Aidee volunteered to start a GHS Newsletter and Jeff may try and start up a GHS social media page.



Team Members:

Shawn Adams

Jeff Perez

Annette DeLeon

Teresa Acklin

Ecaterina Stiurca

Deb Zoda

Monica Roffol

Kevin Woehl

Shawn Adams

Jeff Perez

Annette DeLeon

Teresa Acklin

Ecaterina Stiurca

Deb Zoda

ABSENT

Kevin Woehl

CIP Team Agenda:

February 13, 2023

February Formative Review of CIP

**Meeting Minutes:**

We may need more training with Raptor response system as we only had one drill and when we actually had a fire alarm go off it was not an alert in Raptor.

Keep communicating with SA via text often about things we hear that may be happening that way we can alert her without speaking it aloud to let other students know what is going on.

We noticed a big improvement in student behavior compared to last school year.

We are struggling to meet our target goals in terms of EOC test scores. The struggle is real!

More students attending school than previous school year!

Accurate bell schedule now available on school website!

Call for update on water fountain maintenance as students have not had drinking water in months.

Transition summits have served as great supportive events for our students and it does the students well for them to know the district does care to give them extra support.

Team Members:

Shawn Adams

Jeff Perez

Annette DeLeon

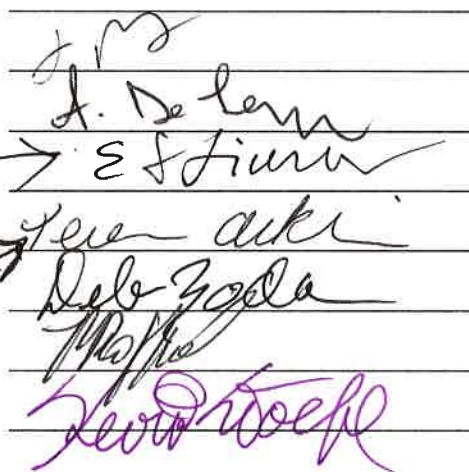
Teresa Acklin

Ecaterina Stiurca

Deb Zoda

Monica Roffol

Kevin Woehl



J. Adams  
A. DeLeon  
E. Stiurca  
Teresa Acklin  
Deb Zoda  
Monica Roffol  
Kevin Woehl

**Bastrop Independent School District**  
**Lost Pines Elementary**  
**2022-2023 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Students: Lost Pines Elementary School located in the west part of Bastrop country in the Lost Pines Forest. There are roughly 650 students at this location. 92% of these students are classified as Economically Disadvantaged and 56% are considered Limited English Proficient. Our largest demographic is Hispanic at 83%. 13% of our campus is White and 1% is Black/ African American.

- Staff: We have thirty-two hispanic staff members and three African American staff members. Thirty of the thirty-two hispanic staff members are bilingual and only eleven of those thirty-two are certified teachers. At LPE we have seven monolingual teachers who are teaching bilingual students due to the fact that we cannot find certified bilingual teachers.
- Parents: 12% parent engagement, down 8% compared to 2019. LPE is offering an ESL class for parents and providing daycare twice a week for 2 hours. Open to all families. Muffins with Principal, Cookies with Santa, ESSER Communication, Pastry for Parents, Earth Day Celebration, Field Day, Water Day, Texan's Day, Graduation, Award Ceremonies, Back to School Night, Meet the Teacher, ESL/Bilingual Book Meeting, Fall Festival
- Community: Car Seats from Fire Department, Local Dentist Paid for Staff Bowling, Teacher Appreciation BBQ from Synergy, Shriners donate toothbrushes,
- Special Programs:
  - ELL- 56 %
  - SPED- 13%
  - At-Risk- 86%
  - GT- 2%
  - Dyslexia- 7%
  - 504- 8%

### Demographics Strengths

LPE has a high number of bilingual staff members to help support our ESL student and family population.

The community works closely with our school which builds a climate and culture that promotes a positive learning environment.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** At LPE we have ten monolingual teachers who are teaching bilingual students due to the fact that we cannot find certified bilingual teachers. **Root Cause:** Our campus is located the farthest from Austin. Teachers do not want to travel to get to work. There is a lack of affordable living in Bastrop. There are no houses/ apartments to rent. Teachers are also leaving the profession due to stress, employment opportunities, incentive opportunities, increased pay potential.

**Problem Statement 2:** Only 12% of our parents (That filled out the Panorama Survey) feel as though they are involved in the school. **Root Cause:** Many of our parents did not fill out the survey. Parents don't like to fill out surveys. This is not a true sample of how our families feel.

# Student Achievement

## Student Achievement Summary

# Summary

		May 2022 STAAR Mathematics, Grade 3					May 2022 STAAR Reading, Grade 3				
	Current Campus	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets	Masters
LPE	LPE	108	50.15%	56.48%	23.15%	3.70%	109	58.42%	60.55%	39.45%	22.94%
Economic Disadvantage	LPE	97	48.09%	52.58%	18.56%	3.09%	98	56.74%	57.14%	36.73%	21.43%
Black/African American	LPE	1	72%	100%	100%	0%	1	91%	100%	100%	100%
Hispanic	LPE	92	48.95%	53.26%	20.65%	3.26%	93	56.52%	58.06%	36.56%	20.43%
White	LPE	15	56.07%	73.33%	33.33%	6.67%	15	68.07%	73.33%	53.33%	33.33%
Currently Emergent Bilingual	LPE	57	46.32%	45.61%	21.05%	3.51%	58	52.33%	50%	31.03%	18.97%
First Year of Monitoring	LPE	1	16%	0%	0%	0%	1	59%	100%	0%	0%
Special Ed Indicator	LPE	12	24%	0%	0%	0%	12	30.67%	16.67%	0%	0%

		May 2022 STAAR Mathematics, Grade 4					May 2022 STAAR Reading, Grade 4				
	Current Campus	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets	Masters
LPE	LPE	97	49.19%	48.45%	19.59%	10.31%	97	61.05%	62.89%	34.02%	12.37%
Economic Disadvantage	LPE	88	47.67%	46.59%	18.18%	7.95%	88	60.99%	61.36%	34.09%	11.36%
Hispanic	LPE	78	47.78%	47.44%	20.51%	8.97%	78	59.87%	60.26%	30.77%	11.54%
Two or More Races	LPE	5	34%	0%	0%	0%	5	50.60%	40%	20%	0%
White	LPE	14	62.43%	71.43%	21.43%	21.43%	14	71.36%	85.71%	57.14%	21.43%
Currently Emergent Bilingual	LPE	55	43.71%	38.18%	18.18%	3.64%	55	57.47%	56.36%	25.45%	7.27%
Special Ed Indicator	LPE	13	29.15%	7.69%	0%	0%	13	35.08%	0%	0%	0%

		May 2021 STAAR Mathematics, Grade 3						May 2022 STAAR Mathematics, Grade 4				
	Current Campus	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets	Masters	
LPE	LPE	94	49%	51.06%	19.15%	10.64%	97	49.19%	48.45%	19.59%	10.31%	
Economic Disadvantage	LPE	85	46.98%	48.24%	16.47%	8.24%	88	47.67%	46.59%	18.18%	7.95%	
Hispanic	LPE	76	47.42%	46.05%	19.74%	9.21%	78	47.78%	47.44%	20.51%	8.97%	
Two or More Races	LPE	5	38.80%	40%	0%	0%	5	34%	0%	0%	0%	
White	LPE	13	62.15%	84.62%	23.08%	23.08%	14	62.43%	71.43%	21.43%	21.43%	
Currently Emergent Bilingual	LPE	54	44.74%	40.74%	18.52%	5.56%	55	43.71%	38.18%	18.18%	3.64%	
Special Ed Indicator	LPE	13	30.08%	15.38%	0%	0%	13	29.15%	7.69%	0%	0%	

		May 2021 STAAR Reading, Grade 3					May 2022 STAAR Reading, Grade 4				
		Current Campus	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets
LPE	LPE	94	52.84%	51.06%	15.96%	8.51%	97	61.05%	62.89%	34.02%	12.37%
Economic Disadvantage	LPE	85	52.24%	50.59%	15.29%	7.06%	88	60.99%	61.36%	34.09%	11.36%
Hispanic	LPE	76	51%	47.37%	13.16%	6.58%	78	59.87%	60.26%	30.77%	11.54%
Two or More Races	LPE	5	41.60%	20%	20%	0%	5	50.60%	40%	20%	0%
White	LPE	13	67.92%	84.62%	30.77%	23.08%	14	71.36%	85.71%	57.14%	21.43%
Currently Emergent Bilingual	LPE	54	49.83%	42.59%	11.11%	1.85%	55	57.47%	56.36%	25.45%	7.27%
Special Ed Indicator	LPE	13	33.92%	15.38%	0%	0%	13	35.08%	0%	0%	0%



Grade Level	Target Reading Level	% of those on or above level	% of those below grade level
K	D	32.66%	67.34%
1st	J	17.4%	82.6%
2nd	M	38.39%	61.61%
3rd	P	40%	60%

Assessment data indicates a need for paraprofessionals and teachers dedicated to intervention programming.

### Student Achievement Strengths

Growth from 2021 to 2022 STAAR tests: In Reading...our Meets percentage doubled from 2021 to 2022 test.

Growth from 2021 to 2022 STAAR tests: In Reading...our Masters percentage increased almost 4 percent.

We had 22.94% of students score masters in 3rd grade reading on STAAR.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Over half of our students in K-3rd grade are performing below grade level on the reading assessment at EOY. **Root Cause:** Students are still recovering from the COVID years where they were not in school and/or utilizing virtual learning.

**Problem Statement 2:** From 2021 Math STAAR (3rd grade) to 2022 Math (4th grader) our Approaches category dropped 2%. **Root Cause:** Students lacking in foundational skills in 3rd grade that transferred over into their 4th grade year...where gaps remained and grew.

# School Culture and Climate

## School Culture and Climate Summary

LPE, through ongoing collaboration with Guiding Coalition, staff and community members, has developed a new Mission, Vision and Goals that are aligned to the trajectory that LPE strives to embody. Through embracing the practices and beliefs aligned through this process, in conjunction with MTSS, LPE will continue to grow our staff's collaborative and instructional practices, prompting gains in student performance, attendance, and overall quality and character of LPE.

## School Culture and Climate Strengths

LPE staff has received training in the Model Classroom Project (MCP) which helped to align classroom instruction and practices.

Emergent Tree campus report showed growth in SWE alignment, MTSS practices and team processes resulting in a decrease in disciplinary actions and providing for a more supportive academic environment. 41.82% decrease in actionable offenses; 53.85% decrease in ISS and a 52.31% decrease in all other out of placement disciplinary actions.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Current lack of feedback with students and parents on the DBRC process, the fidelity of usage and individual student outcomes. **Root Cause:** Not enough staff assigned to service the number of students identified as needing Tier 2 behavior interventions. Current practices notify parents of support being provided, but lack follow up and explanation.

**Problem Statement 2:** Lack of fidelity of usage and alignment in the DBRC process. Ex: Some teachers ask students how well they did during each interval rather than providing direct feedback. The feedback loop is often the last intervention to reach levels of fidelity because it is provided by classroom teachers who may not have a deep understanding of behavior change. **Root Cause:** Lack of ongoing training for classroom teachers and mentors in Tier 2 systems of support for behavioral needs.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

LPE is able to recruit, higher, induct, and retain a full staff of qualified teachers, most years. Unlike many other campuses in the district, we were able to hire all classroom vacancies. We have only 13 new teachers to our campus, compared to 17 new teachers last year. 4 of the 13 were hired for new positions. 50 certified teaching positions. 13/50 are new to LPE. 2/50 are brand new to the profession. /50 have taught for 5 or more years. Our biggest issue is retaining people for multiple years due to how far outside of “town.” People express that they need something closer to home. 10 ESL expectation teachers this year but 4 new positions opened.

## Staff Quality, Recruitment, and Retention Strengths

Perfect attendance stipend, PLC stipend, increase in bilingual stipend.

Teacher mentor program on the district and campus level, new teacher meetings.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Lack of teachers due to distance and lack of incentives. **Root Cause:** We don't have any retention stipend-being so far outside of town.

**Problem Statement 2:** Bilingual exception teachers hired for bilingual classrooms. **Root Cause:** Shortage of bilingual teachers.

**Problem Statement 3:** Teachers also leave due to student behavior and class sizes. **Root Cause:** District took our teachers causing our classes to increase in size which affected student behavior in those classes.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

LPE will focus on enhancing the PLC Process by committing to have rich conversations around Q2 and Q3 to share instructional strategies which will grow teachers repertoire and student's learning towards mastery of the Essential Standards. Create short cycled formative assessments to check for mastery during the unit to be able to adjust instruction based upon student needs and progress. Our PLC process has determined a need for instructional coaching staff to assist and lead teacher teams.

## Curriculum, Instruction, and Assessment Strengths

Start targeted online programs (Zearn, Amplify, Imagine Math Facts, Stemcopes,etc.) at the beginning of the year to meet the diverse needs of our students.

Essential Standards will be reviewed at Curriculum Council this summer among teacher representatives where they will do vertical alignment work. The main focus will be to revise and enhance the Required and Recommended District Resources using a new Unit PlanningTemplate which will make it easier for teachers to use during the PLC process.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Teachers are still stuck in Q1 of the PLC process which focuses on planning instead of having rich conversations on Q2- How do we know what students have learned and adjust our lessons based upon student progress on short cycled formative assessments. **Root Cause:** Need for training in the formal PLC process.

**Problem Statement 2:** In Grade Level PLCs, increase calibration around an artifact (short constructed response, exit ticket, student product, etc.) where teachers have honest discussions about student work and strategies towards mastery so all students master the Essential Standards. **Root Cause:** Need more training in the formal PLC process.

# Parent and Community Engagement

## Parent and Community Engagement Summary

While we recognize that there are strengths in the area of parental involvement, we acknowledge that this is an area of growth for our campus. We need to make more strides to get parents involved in our campus by asking parents what the school can do to get parents more involved, better informing teachers of the services that are available to parents, staff, and community members, and reaching out into the community to accrue donations for school events to incentivize parents to come. We are consistently tweaking events to encourage parents to get and stay actively involved. We have had difficulty in this area for years but last year with Covid the problem was compounded. Getting parents to come back to our campus will take greater effort.

## Parent and Community Engagement Strengths

- Communication
  - Encourage - members of the community to help support our students social and emotional well being: Mentors, mental health agencies, etc...
  - Panorama Campus Survey - hear from parents
  - Ongoing school/parent communication
  - Different modes of communication with parents and do our best to translate: notes, email, school status, facebook, School Website and Teacher Websites, and monthly online campus newsletter
- Events
  - Parents were invited to participate in campus events such as New and Returning Enrollment Assistance, Pastries with Parents, Science Fair, Dine and Dance, Coffee with the Principal (3 times), Texas Public School Week Picnic, and Field Day/Earth Day
  - Campus outreach programs: CIS / Family support, Connections, Family Crises, and Virtual support
  - Business sponsored Team Building School Event (Ortho 360) and Fire Prevention Week (Local Fire Dept.)
  - PTA Meetings

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Limited parent involvement outside of school events. **Root Cause:** Many parents trust the teacher profession. Between working, language barriers, education barriers and lack of time or interest, parents don't advocate for their students regarding school / student needs.

**Problem Statement 2:** Technology limitations: Parents lack the capabilities or interest to navigate online with school platforms such as: Child Enrollment through Skyward **Root Cause:** Language barriers and education barriers inhibit the communication between school and families.

# School Context and Organization

## School Context and Organization Summary

LPE provides students with various opportunities of learning, first and foremost, solid tier 1 instruction in the classroom. The campus meets the needs of students on or above grade level by providing enrichment activities in the classroom and Gifted and Talented services, for those who qualify and we have extended the program to include “enrichment.” This is teacher nominated kids who are not labeled GT, but show great strengths and ability.

To meet the needs of underachieving students, LPE provides RTI services. Students who are still unsuccessful after extensive interventions are referred for additional screening through Special Education and Dyslexia. In addition to enrichment and intervention services, the campus implements PLC to help staff develop best instructional practices.

## School Context and Organization Strengths

LPE master data tracking with every students - holds progress monitoring meetings/RTI with every teacher on every students for BOY, MOY, EOY

Master schedule with extended PLC and intervention embedded.

Intervention plan with all hands on deck (admin, RTI team, ICs, classroom teachers, SPED department, Paras)

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Special services communication on time sensitive items such as grades for progress reports/report cards **Root Cause:** Due to the timeframes given for testing,etc. We don't always hear back to know where a child is in the process of SpEd testing

**Problem Statement 2:** Focuses heavy in one content area (RDG) and not both. The bilingual dept. took first grade intervention time for bilinguals. **Root Cause:** This is due to needing kids to be able to read, but it is presenting deficits in math.

**Problem Statement 3:** The bilingual dept. took first grade intervention time for bilinguals. **Root Cause:** This was to get in a second word study block for the bilingual students, but left them without time for intervention with RTI team.

# Technology

## Technology Summary

We currently have technology available for each student to use in the classroom. In addition, 75 ESSER students (ESC Bil, Sped, HB 4545, and RTI) were given technology to use at home. As the year progressed, more students were added to the group of students that could take technology home due to a need or a want.

## Technology Strengths

One device assigned to each student to use in the classroom- for use to access daily lessons, assessments, and state testing.

One device assigned to each student to use in the classroom- device can be checked out if needed for Covid related home lessons via Seesaw.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Hot spots were given to students, but became problematic when families were unable to access the internet through the hot spot either through parent error, or lack of service in the area. **Root Cause:** Our rural location being far out of town.

**Problem Statement 2:** Navigating the online platform for classroom based assessments **Root Cause:** Big learning curve for students and adults in accessing and finding the tests/ tools- this resulted in academic time lost.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.




**Performance Objective 1:** Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.











Aligned Performance Objective: Implement Social Emotional Learning (SEL) curricular resources focused on building community within our classrooms, addressing students' social and emotional needs, and teaching stress management techniques

**Evaluation Data Sources:** observational data, Brag Board data, Discipline data, other campus data source

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue this work each year to ensure that we address the social emotional needs of all students on campus.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	Apr
<b>Strategy 1:</b> Implement campus training resources to ensure meaningful and timely training on MTSS best practices. <b>Strategy's Expected Result/Impact:</b> All teachers and classrooms will be aligned and equipped to target the needs of students. <b>Staff Responsible for Monitoring:</b> MTSS Coach or Admin Team  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1			

Strategy 2 Details		Reviews		
<b>Strategy 2:</b> The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner. <b>Strategy's Expected Result/Impact:</b> The campus will be aligned in practices and strategies. Common language will be used for teachers, students and families. <b>Staff Responsible for Monitoring:</b> MTSS or Admin Team  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 1		Formative		Summative
		Nov	Feb	Apr
				
Strategy 3 Details		Reviews		
<b>Strategy 3:</b> The leadership team will meet every 6 weeks with each teacher to discuss the MTSS needs of all students on campus. <b>Strategy's Expected Result/Impact:</b> This will ensure that student needs are regularly being talked about and addressed. <b>Staff Responsible for Monitoring:</b> MTSS Coach, admin team  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 1		Formative		Summative
		Nov	Feb	Apr
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1: Student Success and Well-Being:** We will support skill-building opportunities that encourage responsible choices and adaptable competence.







**Performance Objective 2:** Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.

Aligned Performance Objective: Increase students' positive self perception of self-management and growth mindset skills

**Evaluation Data Sources:** Panorama SEL student surveys administered two times per year, observational data, Discipline data, other campus data source

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue to focus in this area with students skills. Also focus on training them on the survey questions and what the options (answer choices) mean. They are not super user friendly for student understanding.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Create a plan to address Social Emotional Learning teacher and student survey data. <b>Strategy's Expected Result/Impact:</b> This will ensure that we are continuing to refine our practices based on data of what students and staff are telling us. <b>Staff Responsible for Monitoring:</b> Assistant Principal/Counselor/MTSS coach  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Conduct campus investigations that promote and support a safe and orderly learning environment. <b>Strategy's Expected Result/Impact:</b> This will ensure that any situation that is deemed unsafe, is investigated and action is taken if needed. <b>Staff Responsible for Monitoring:</b> Assistant Principal/Counselor  <b>Title I:</b> 2.5 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Regular review of campus discipline dashboard to identify trends, disproportionality, and possible adaptations. <b>Strategy's Expected Result/Impact:</b> This will ensure that we are looking at our Tier I practices and strategies to see if they need improvement. <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			




**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 3:** Strategic Priority: BISD will develop systems and structures that value student ownership of their academic and behavioral success. Aligned Performance Objective: Increase the percentage of students at Meets Grade Level on STAAR Math from 22% to 36% and STAAR Reading from 38% to 48%







**Evaluation Data Sources:** 2023 Accountability Data, AT data, Mock STAAR Data, Formative assessment data











**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue to work towards understanding the components of the the new items that are on STAAR 2.0 to continue to improve.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Solicit input from campus instructional leaders on grade-appropriate and feasible academic and behavioral measures for individual student goal setting. <b>Strategy's Expected Result/Impact:</b> This will ensure that students are being guided to hold themselves accountable in their own learning. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			



Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Build capacity in all campus teams to implement and facilitate effective PLC structures. <b>Strategy's Expected Result/Impact:</b> This will ensure that we are devoting ample amount of time to instructional practices and aligning as teams, grade levels and a campus. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement Zearn to supplement instruction in Math. <b>Strategy's Expected Result/Impact:</b> This will help fill in gaps of student's math skills. <b>Staff Responsible for Monitoring:</b> ICs and Admin  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>- Superintendent Goals:</b> SG 1	Formative		Summative
	Nov	Feb	Apr
			




Strategy 4 Details		Reviews		
<b>Strategy 4:</b> Provide training and coaching for Telpas/ELPS through collaboration during PLC Work time. <b>Strategy's Expected Result/Impact:</b> This will ensure that language instruction is always addressed, as well as academic content instruction. <b>Staff Responsible for Monitoring:</b> ICs and admin  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 1		Formative		Summative
		Nov	Feb	Apr
				
Strategy 5 Details		Reviews		
<b>Strategy 5:</b> Implement campus-wide expectations and policies ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives. <b>Strategy's Expected Result/Impact:</b> This will ensure that the classroom environment is conducive to learning taking place. <b>Staff Responsible for Monitoring:</b> ICs, admin, early literacy coach, MTSS coach  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 1		Formative		Summative
		Nov	Feb	Apr
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.











**Performance Objective 1:** Strategic Priority: BISD will develop and implement comprehensive teaching and learning practices to advance the academic achievement of every student.

Aligned Performance Objective: Increase the percentage of students in grades PK-2 performing on or above grade level in reading from 41% to 65%.

- Evaluation Data Sources:** Amplify, iStation, Instructional Reading Level Checkpoints
- Summative Evaluation:** Significant progress made toward meeting Objective
- Next Year's Recommendation:** We will be in year two of the new STAAR test redesign and will have a better grasp on question types and expectations.

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Implement an explicit, systematic phonics routine in grade K-2 classrooms. <b>Strategy's Expected Result/Impact:</b> This will ensure that our K-2 students receive the foundational skills needed to advance in their reading ability. <b>Staff Responsible for Monitoring:</b> ICs, Admin, Early Literacy Coach  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 2		Formative		Summative
		Nov	Feb	Apr
				

Strategy 2 Details		Reviews		
<b>Strategy 2:</b> Implement small group instruction in grade K-2 classrooms that focuses on transferring explicit phonics skills. <b>Strategy's Expected Result/Impact:</b> This will ensure that our teachers are addressing the individual needs of each student. <b>Staff Responsible for Monitoring:</b> ICs, Early Lit Coach, admin  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 2		Formative		Summative
		Nov	Feb	Apr
				
Strategy 3 Details		Reviews		
<b>Strategy 3:</b> Implement a reading achievement tracking system. <b>Strategy's Expected Result/Impact:</b> This will ensure that we see growth in all students reading level. <b>Staff Responsible for Monitoring:</b> ICs, Early Lit Coach, admin  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 2		Formative		Summative
		Nov	Feb	Apr
				




Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Provide coaching for PLC teams in grades PK-2nd to monitor and intervene on BISD Essential Standards. <b>Strategy's Expected Result/Impact:</b> This will ensure that we are staying focused on BISD Essential Standards and making sure all students reach mastery in those. <b>Staff Responsible for Monitoring:</b> Admin and Instructional Coaches  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 2	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Utilize learning from Reading Academy and the science of teaching reading that focuses on explicit reading instruction. <b>Strategy's Expected Result/Impact:</b> This will help in our reading instructional understanding...teachers, ICs and admin. <b>Staff Responsible for Monitoring:</b> ICs, Early Literacy Coach and admin  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 2	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			











**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 2:** Strategic Priority: BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.

Aligned Performance Objective: Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading

- Evaluation Data Sources:** 2023 Accountability Data
- Summative Evaluation:** Some progress made toward meeting Objective
- Next Year's Recommendation:** Continue to work on digging deeper into the new STAAR test items and best instructional moves to support students.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide support for classroom co-teach models specifically focused on small groups, stations, and parallel teaching. <b>Strategy's Expected Result/Impact:</b> This will help our teachers know how to better serve our inclusion students while teaching together. <b>Staff Responsible for Monitoring:</b> Principal, ICs  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 2	Formative		Summative
	Nov	Feb	Apr
			

Strategy 2 Details		Reviews		
<b>Strategy 2:</b> Implement Simultaneous Word Study structures to support English language proficiency of Emergent Bilingual students Implement a formative assessment process for monitoring Emergent Bilingual performance in listening, speaking, reading, and writing. <b>Strategy's Expected Result/Impact:</b> This will ensure that students that speak two languages are receiving the foundational skills needed in both. <b>Staff Responsible for Monitoring:</b> Principal, APs  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 2		Formative		Summative
		Nov	Feb	Apr
				
Strategy 3 Details		Reviews		
<b>Strategy 3:</b> Implement coordinated and proactive structures to address intervention and/or enrichment for all students. <b>Strategy's Expected Result/Impact:</b> This will ensure that all students receive the help they are needing in all areas. <b>Staff Responsible for Monitoring:</b> Principal, APs and ICs  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 2		Formative		Summative
		Nov	Feb	Apr
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.







**Performance Objective 3:** Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Aligned Performance Objective: Increase training and coaching on implementing the teaching and learning strategies of academic conversations, explicit vocabulary instruction, and higher order thinking questions for all grades levels and content areas








**Evaluation Data Sources:** Training resources, observational data, T-TESS data

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Based on new curriculum for next year, continue to implement these strategies.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Create a focused, year-long plan for implementation and monitoring of the Big 3. <b>Strategy's Expected Result/Impact:</b> This will ensure that we are staying focused on the high yield instructional strategies set forth by the district. <b>Staff Responsible for Monitoring:</b> Instructional Coaches  <b>Title I:</b> 2.4 <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 2	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Provide training and ongoing support for the effective use of techniques that encourage critical thinking skills, differentiation, and scaffolded supports. <b>Strategy's Expected Result/Impact:</b> This will help maximize the instruction that students receive. <b>Staff Responsible for Monitoring:</b> Instructional Coaches  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 2	Formative		Summative
	Nov	Feb	Apr
			









Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Create a structure for cross-campus peer observation of Big 3 strategies. <b>Strategy's Expected Result/Impact:</b> This helps to grow our teachers in their practice. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 2	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			











**Goal 3:** Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 1:** Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

Aligned Performance Objective: Student attendance will increase from 91% to 95%.

**Evaluation Data Sources:** Skyward reports, PEIMS attendance reports

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Create a written campus attendance action plan. Attendance Clerk and Admin will work closely to make sure attendance is addressed daily. <b>Strategy's Expected Result/Impact:</b> This will ensure that we are exhausting every effort to make sure students are coming to school to receive the learning. <b>Staff Responsible for Monitoring:</b> Attendance Clerk and admin  <b>Title I:</b> 2.5, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement a written process for truancy prevention to monitor students with chronic absences or who are at high risk for not meeting attendance requirements. <b>Strategy's Expected Result/Impact:</b> This helps motivate parents to bring their child to school daily. <b>Staff Responsible for Monitoring:</b> Assistant Principals  <b>Title I:</b> 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Provide training to Campus staff on the district's procedures to address attendance requirements. <b>Strategy's Expected Result/Impact:</b> This ensure that all staff members are speaking the same language when it comes to attendance. <b>Staff Responsible for Monitoring:</b> Assistant Principals  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Send commendation letters to students and parents, guardians, or caregivers for improved school attendance and perfect attendance. <b>Strategy's Expected Result/Impact:</b> This helps to motivate parents to bring their child to school daily. <b>Staff Responsible for Monitoring:</b> Assistant Principals  <b>Title I:</b> 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.







**Performance Objective 2:** Strategic Priority: BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.











Aligned Performance Objective: Survey data will show increased positive perceptions of physical and psychological safety at schools.

**Evaluation Data Sources:** Panorama SEL student surveys administered two times per year (school safety measure)

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue work in this area each year.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide safety drill training and debrief for staff and students throughout the year. <b>Strategy's Expected Result/Impact:</b> This will ensure that all safety protocols are being followed and all students and staff are safe. <b>Staff Responsible for Monitoring:</b> Assistant Principals  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Analyze visitor check-in/check-out practices to determine possible training and/or resource needs. <b>Strategy's Expected Result/Impact:</b> Ensure the safety of our campus. <b>Staff Responsible for Monitoring:</b> Assistant Principals  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			

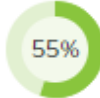





Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Improve facility infrastructure to positively impact campus safety. <b>Strategy's Expected Result/Impact:</b> This will ensure that all feel safe. Students and staff feel safe while on campus and families feel safe sending their students to school. <b>Staff Responsible for Monitoring:</b> Assistant Principals  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Create a student-led PALS Program that acts as a campus safety patrol. <b>Strategy's Expected Result/Impact:</b> This helps to build leadership skills of students, which also motivates other students to want to be a leader, as well.  <b>Title I:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			


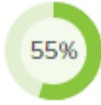




**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.








**Performance Objective 3:** Strategic Priority: BISD will enhance its onboarding experience to prepare every new employee for success in BISD.  
 Aligned Performance Objective: Reduce new teacher turnover rate to 13%.

**Evaluation Data Sources:** Staff retention data reports

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Employing personalized strategies to retain staff. <b>Strategy's Expected Result/Impact:</b> This will help to build relationship and community so that teachers will want to come back to this campus. <b>Staff Responsible for Monitoring:</b> Principals and Mentors  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Develop normed tools and processes to conduct observations, capture trends, and track progress over time. <b>Strategy's Expected Result/Impact:</b> This ensures that we are aligning instruction and practices to what we have planned during our PLC time together. <b>Staff Responsible for Monitoring:</b> Admin and ICs  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing <b>- Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Develop and strategically deploy marketing materials/ideas that present the school as an attractive place to work. <b>Strategy's Expected Result/Impact:</b> This helps to make our campus shine for our community and families so that they are proud to send their kids to school and staff members are proud to work here. <b>Staff Responsible for Monitoring:</b> Admin  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Provide ongoing support for teacher leaders in adult facilitation and team dynamics. <b>Strategy's Expected Result/Impact:</b> This ensures that all leadership on campus is speaking the same language and all arrows are pointed in the same directions for our campus needs. <b>Staff Responsible for Monitoring:</b> Admin  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3	Formative		Summative
	Nov	Feb	Apr
			

Strategy 5 Details		Reviews		
<b>Strategy 5:</b> Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice. <b>Strategy's Expected Result/Impact:</b> This gives the teachers an opportunity to grow in a specific area and not be overwhelmed with too many pieces all at once. <b>Staff Responsible for Monitoring:</b> Admin/ICs/Mentors/PLC Leads  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>- Superintendent Goals:</b> SG 3		Formative		Summative
		Nov	Feb	Apr
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 4:** Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.







**Performance Objective 1:** Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.










Aligned Performance Objective: Survey data will show increased positive perceptions of parent and community engagement opportunities.








**Evaluation Data Sources:** Stakeholder surveys, staff/family newsletters, agendas, meeting notes, sign-in sheets

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** We take customer service and parent communication with families very seriously.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Administer customized surveys for parents and families to determine specific engagement needs. <b>Strategy's Expected Result/Impact:</b> This helps to get real feedback to make appropriate changes. <b>Staff Responsible for Monitoring:</b> Principal, Counselors, Staff PTA Members  <b>Title I:</b> 4.1, 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement strategic processes to support the unique needs of families of students experiencing homelessness, foster care students, and migrant students. <b>Strategy's Expected Result/Impact:</b> This brings a sense of belonging and for them to feel welcome and at home at our school. <b>Staff Responsible for Monitoring:</b> Counselors, Admin  <b>Title I:</b> 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Collaborate with campus PTA to provide support and increase parent engagement efforts. <b>Strategy's Expected Result/Impact:</b> This is a great way to bring in the community and families to build a better school experience for all students. <b>Staff Responsible for Monitoring:</b> Staff PTA, Counselors, Admin  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Provide capacity-building events for parents and families on critical aspects of student learning. <b>Strategy's Expected Result/Impact:</b> This also helps to build community, make families feel welcome and give them info on what/how students learn daily and how they can help students at home. <b>Staff Responsible for Monitoring:</b> Admin, Counselors  <b>Title I:</b> 4.1, 4.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Integrate multiple communication strategies with families into teacher roles and responsibilities. <b>Strategy's Expected Result/Impact:</b> Communication is key. Families want to know what is going on at their child's school. Being clear is being kind. <b>Staff Responsible for Monitoring:</b> Admin  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			

Strategy 6 Details	Reviews		
<b>Strategy 6:</b> Schedule monthly Principal Chat meetings, at various dates and times...Coffee with Principals. <b>Strategy's Expected Result/Impact:</b> Open up building to make families feel welcomed and gain understanding of different pieces of their child's education. <b>Staff Responsible for Monitoring:</b> Admin  <b>Title I:</b> 4.1, 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**Goal 4:** Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.







**Performance Objective 2:** Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.








Aligned Performance Objective: Increase in business and community member participation in campus committees and events.

**Evaluation Data Sources:** Event listings, staff/family newsletters, agendas, meeting notes, sign-in sheets.

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue our practices.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Engage community and business partners in meaningful opportunities to participate. <b>Strategy's Expected Result/Impact:</b> Build connections with community and get them involved with the children that live in their community. <b>Staff Responsible for Monitoring:</b> Admin  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Recognize community and business participation and/or sponsorship in campus newsletters and on social media. <b>Strategy's Expected Result/Impact:</b> Highlighting this work will build stronger relationships with the businesses and also let parents know that our community is backing our school. <b>Staff Responsible for Monitoring:</b> Admin  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Establish an inclusive campus welcoming system that engages all visitors. <b>Strategy's Expected Result/Impact:</b> This is key in customer service. Families want to participate more in their child's education when they feel welcomed. <b>Staff Responsible for Monitoring:</b> Admin  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 4	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

# State Compensatory

## Budget for Lost Pines Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 4.8

**Brief Description of SCE Services and/or Programs**

## Personnel for Lost Pines Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
H. Thompson	RtI Paraprofessional	1
J. Easterly	Intervention	1
J. Jasso	RtI Paraprofessional	1
M. Rios	RtI Paraprofessional	0.8
R. Lopez	RtI Paraprofessional	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
G. Alvarez	Rtl Paraprofessional	Response to Intervention	1.0
J. Battaglia	Instructional Coach	Curriculum and Instruction	1.0

# Addendums





# Lost Pines Elementary School

2022-2023

## **MISSION STATEMENT:**

**...to ensure high levels of learning everyday for every student so they achieve success in school and beyond.**

ALL LPE STUDENTS ARE TITLE I STUDENTS

ALL LPE TEACHERS ARE TITLE I TEACHERS

### **What is Title I?**

Title I is a federal assistance program designed to meet the needs of ALL students at Lost Pines Elementary .

### **Why are we a school-wide Title I campus?**

We are a school-wide Title I campus because the funds that are provided by the Federal Government help meet the needs of ALL our students. This funding helps improve educational opportunities for the success of our children in the regular classroom, while fostering positive growth in social/emotional behaviors and attitudes.

### **What is the law?**

The purpose of Title I is to enhance opportunities for students to meet and maintain grade level skills (TEKS – Texas Essential Knowledge & Skills). The most recent law that affects Title I is No Child Left Behind (Public Law 107-110). The law requires:

- That school districts have a written policy regarding parental involvement;
- That parents be involved in the design, operation and evaluation of Title I;
- That parents be consulted about home/school activities and be trained to help their children; and
- That whenever possible, activities should be presented in the language spoken by the majority of Title I parents.

## ***PARENT AND FAMILY ENGAGEMENT POLICY 2022-2023***

Parents and staff at Lost Pines Elementary have developed and agreed on the following Parent and Family Engagement Policy. The policy will be posted on the school website, given to parents with the first report card and during parent conference.

In order to build a dynamic home-school partnership Lost Pines Elementary will provide the following:

- An annual meeting where parents will learn about the requirements of the school's Title I program, and be given an opportunity to become involved with their child's education. The annual meeting will be held

during the first semester. An announcement invitations will be sent to each child's parent informing them of the date and time.

- Parent meetings and conferences held at different times during the day to accommodate the needs of the parents. Communications with parents will be in format and language that they can understand. Title I funds may be used to pay for any reasonable and necessary expenses such as childcare and transportation or home visit expenses to enable parents to participate in school related meetings and training sessions.
- A description and explanation of the curriculum used, the forms of academic assessments used to measure student progress (benchmarks, TPRI, etc.) and proficiency levels students are expected to meet will be provided to parents through a letter or conference.
- A school-parent compact designed by parents and school staff that outlines how parents, the entire campus staff, and the students will share the responsibility for improvement in student academic achievement.
- Parents will have the opportunity to help review, plan for and make suggestions to improve the Title I program, as well as the Parent and Family Engagement Policy and the School-Parent Compact. A meeting will be provided in the fall and one meeting will be scheduled in the Spring.
- Appropriate parent participation opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to their child's education, if requested by the parent. Parents may request a meeting with the principal by phone, email or in writing. In addition, parents may attend the scheduled yearly and semester meetings.
- Information relating to school and parent programs, meetings, and other activities will be sent to parents in a timely manner. Information will be given to parents through newsletters from the school, PTA and from the classroom teacher. In addition, the school marquee will be used to inform parents of dates of programs, meetings and activities.
- Materials and specific training to help parents work with their children to improve achievement, available at academic night events.

Parents and community members are always welcome at our school. By making suggestions to improve our schools and by working together we can make all the students in our school successful learners.

### ***LOST PINES ELEMENTARY PROGRAMS/SERVICES***

- Counseling Services: Individual/Group/Classroom/Drug Prevention Classes
- Flexible Schedule
- Library Rotation
- Connections Counseling
- Social Emotional Learning (SEL) Instruction
- University Interscholastic League (UIL) Contest
- Gifted and Talented Services
- Pre-kindergarten – full day
- Networked Classrooms with Computers & Laptops, LCD projectors, wireless access
- LPAC Committee Meetings
- RTI (Response to Intervention) Program: academics and behavior needs

#### Special Education Services

- Speech Therapy

- Physical Therapy
- Occupational Therapy
- Special Education Resource and Inclusion
- Collaborative Teach Teaching
- ESL/Dual Language Enrichment Services
- Dyslexia

#### Health Services

- Health Services (provided by LVN)
- Vision/Hearing Screenings
- Health Screenings
- Health Guidance Classes
- Vaccination Services

#### Afterschool Services

- STARS
- ACE

### **LOST PINES ELEMENTARY PROGRAMS/SERVICES**

#### Academic Integration Opportunities

- Computer/Integration Lab
- Small Group Tutorials – (Response to Intervention and Classroom Intervention Blocks)
- Specials Rotation (Art/Music/PE/Computer Lab)
- Grade Level Field Trips (dependent upon allowance with COVID)
- Librarian/Media Specialist

### **STUDENT INVOLVEMENT OPPORTUNITIES**

(all dependent upon allowances, due to COVID)

- Science Fair
- Art Club & Art Contests
- Choir
- 100<sup>th</sup> Day of School
- Brag Boards and Positive PBIS incentives
- Jumps and Hoops for Heart
- Red Ribbon Week
- Talent Show
- Fall Fest and Dine and Dance
- Music Programs by grade levels
- Santa Spectacular
- Various UIL Clubs/Teams
- 3<sup>rd</sup>-4<sup>th</sup> Grade STAAR Camps

## **PARENT INVOLVEMENT OPPORTUNITIES**

(all dependent upon allowances, due to COVID)

PTA – Board Opportunities and General Membership  
 Title I Meetings  
 Site-based Decision Making Committee  
 Lunch Visitation  
 Texas Public School Week  
 Fall Festival  
 Parent/Teacher/Student Conferences  
 Book Fairs  
 Awards Assemblies for Perfect Attendance & A/B Honor Roll  
 PTA General Meetings  
 Jump Rope/Hoops for Heart  
 Volunteer Opportunities  
 UIL  
 Field Day  
 Veterans Day Celebration  
 Dine and Dance  
 Family Literacy Nights  
 Thanksgiving lunch with parents  
 Grandparent's Lunch  
 Mentor Opportunities

## **PARENT/SCHOOL COMMUNICATION**

School Status Messenger System  
 Take Home Folders on Thursdays  
 Bastrop Advertiser (Local Newspaper)  
 School Newsletter  
 School Marquee  
 School Wide Discipline Plan/Student Code of Conduct  
 Bastrop ISD Web Page  
 Lost Pines Elementary Web Page (link from Bastrop ISD Home Page)  
 Lost Pines FaceBook Page  
 Lost Pines Elementary Student Handbook  
 Translators Provided  
 Meet the Teacher Night  
 Open House/Back to School Night

## **EXTRA THINGS THAT MAKE LOST PINES SPECIAL**

1. Networked classrooms with computers & Integration Promethean Lab
2. Special Assemblies
3. Team teaching/planning
4. Web page
5. Daily rotation of PE, Music, Art and Computers
6. Research projects
7. Business Partner Volunteers are encouraged
8. Full Time Counselor
9. CIS Social Worker
10. Warm and friendly staff
11. Integration Lab
12. Safe campus for students, teachers, and parents

13. Individualized Instruction
14. Grade level performances
15. Water Day
16. Field Day
17. Our EXPLORERS!!!

# Lost Pines Elementary

## School-Parent-Student Compact 2022-2023

### School Responsibilities

As a professional learning community, Lost Pines Elementary will:

Effectively communicate our Mission and Vision to students, parents and other members of the community.

Consistently provide high-quality, diverse, balanced, and vertically aligned curriculum and instruction to support student learning.

Effectively communicate with parents regarding instruction and assessment at the campus, district, and state levels.

Develop and host students with a safe, structured, respectful, and nurturing environment that is conducive to learning.

Provide parents with reasonable access to staff. Hold parent conferences to discuss progress, achievement, and collaborating with families to support students.

Provide parent involvement opportunities as described in the district and campus Parental Involvement Policy and provide families and other stakeholders with opportunities to access community resources.

### Parent/Guardian Responsibilities

We, as parents/guardians, will support our children's learning in the following ways:

Ensure your child is at school every day. Be on time and do not check your child out early unless it's absolutely necessary. Please make this a priority!

Communicate with your child's teacher! Mandatory parent conferences will take place in October. You are encouraged to communicate with your child's teacher on a regular basis. Ask questions, be curious, and wonder! You are your child's first teacher and most important advocate! Every day, ask your child, "What did you learn today?"

Check your child's Take home binder DAILY! Sign the daily reading and behavior log.

Read and respond to all school communication. School communication is sent home each Thursday in your child's take home binder.

Provide homework support to include a solid 10-20 minutes (depending on age) of reading nightly.

Read and listen to weekly School Messenger updates-please be sure that we have on file your correct phone number and email address.

### Student Responsibilities

As a student, I will do my personal best to:

Follow LPE Explorers Expectations

**BE SAFE, BE RESPECTFUL, BE RESPONSIBLE, BE KIND**

Come to school each day ready to learn.

Come to school each day with my needed materials including my reading books and daily folder.

Give my parents/guardian any notes or information from my school at the end of each day.

**Student Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Parent/Guardian Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Teacher Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

# Escuela Primaria Lost Pines

## Acuerdo escuela-padres-estudiantes 2022-2023

### Responsabilidades de la escuela

Como comunidad de aprendizaje profesional, Lost Pines Elementary:

Comunicar de manera efectiva nuestra Misión y Visión a los estudiantes, padres y otros miembros de la comunidad.

Proporcionar de manera constante un plan de estudios e instrucción de alta calidad, diversos, equilibrados y alineados verticalmente para apoyar el aprendizaje de los estudiantes.

Comunicarse eficazmente con los padres con respecto a la instrucción y la evaluación en el campus, el distrito y los niveles estatales.

Desarrolle y reciba a los estudiantes en un entorno seguro, estructurado, respetuoso y enriquecedor que favorezca el aprendizaje.

Proporcionar a los padres un acceso razonable al personal. Realizar conferencias de padres para discutir el progreso, los logros y la colaboración con las familias para apoyar a los estudiantes.

Brindar oportunidades de participación de los padres como se describe en la Política de Participación de los Padres del distrito y del campus y brindar a las familias y otras partes interesadas oportunidades para acceder a los recursos comunitarios.

### Responsabilidades de los padres / tutores

Nosotros, como padres / tutores, apoyaremos el aprendizaje de nuestros hijos de las siguientes maneras:

Asegúrese de que su hijo esté en la escuela todos los días. Llegue a tiempo y no saque a su hijo temprano a menos que sea absolutamente necesario. ¡Haga esto una prioridad!

¡COMUNÍQUESE con el maestro de su hijo! Las conferencias de padres obligatorias se llevarán a cabo en octubre. Se le anima a comunicarse con el maestro de su hijo de forma regular. ¡Haz preguntas, sé curioso y pregúntate! ¡Usted es el primer maestro de su hijo y el defensor más importante! Todos los días, pregúntele a su hijo: "¿Qué aprendiste hoy?"

¡Revise la carpeta para llevar a casa de su hijo DIARIAMENTE! Firme el registro diario de lectura y comportamiento.

Lea y responda a todas las comunicaciones de la escuela. La comunicación escolar se envía a casa todos los jueves en la carpeta para llevar a casa de su hijo.

Proporcione apoyo con las tareas para incluir 10 minutos sólidos de lectura todas las noches.

Lea y escuche las actualizaciones semanales de School Messenger; asegúrese de que tengamos registrado su número de teléfono y dirección de correo electrónico correctos.

### Responsabilidades del estudiante

Como estudiante, haré mi mejor esfuerzo personal para:

Siga las expectativas de los exploradores de LPE  
SEA SEGURO, SEA RESPETUOSO, SEA RESPONSABLE, SEA AMABLE

Ven a la escuela todos los días listo para aprender.

Venir a la escuela todos los días con mis materiales necesarios, incluidos mis libros de lectura y mi carpeta diaria.

Darle a mi padre / tutor cualquier nota o información de mi escuela al final de cada día.

Firma de estudiante \_\_\_\_\_

Fecha \_\_\_\_\_

Firma de padre/Tutor \_\_\_\_\_

Fecha \_\_\_\_\_

Firma de maestro(a) \_\_\_\_\_

Fecha \_\_\_\_\_

Lost Pines Elem. 10/6/22 6:00pm

School:

Date/Time:

Session Name: Title I Fall Meeting for Parents and Families

Presenter:

Parent Involvement Type:

Training ☒

Planning ☐

Conference ☐

Family Literacy ☐

Other: ☐

Last/Apellido

First/Nombre

Child's Name/Nombre del hijo/a

Vazquez

Isid

Camila Vazquez

Arce

WALKIRIA

Camila Vazquez

Barenas

Celeste

Emely Jimenez

Solomon

Stefanie

Stella/Holten Solomon

Esika Flores

Jesse Arturo Alfz

Arturo

Jed Martinez

Martinez-Zavala

Arturo

Martinez-Zavala

Martinez-Zavala

Getzner

Getzner-Martinez-Zavala

Angiano-Blas

Yuliana

Yuliana



School:	Date/Time:
Session Name: Title I Fall Meeting for Parents and Families	Presenter:

**Parent Involvement Type:**

Training X Planning    Conference    Family Literacy    Other:   

Last/Apellido	First/Nombre	Child's Name/Nombre del hijo/a
Rizer / Ardeneas	Andrea / Joshua	Maximus Ardeneas
Carrasquillo / Cirino	Edwin / Yomeily	Paris Carrasquillo
Alfosta / <del>Babara</del>	Dannys	Lianne Barro'n
Angiano	claudia	cathi Picoquinto
lopez	Trisy	Tan Agustín lopez
Rodriguez	Kate (gunt)	julian rodriguez

School:	Date/Time:
Session Name: Title I Fall Meeting for Parents and Families	Presenter:

**Parent Involvement Type:**

Training X Planning — Conference — Family Literacy — Other: —

Last/Apellido	First/Nombre	Child's Name/Nombre del hijo/a
Perez	Ana	Brisa Hernandez
Suarez	Maria	Ormar Pacheco
Sixtos	Maria	Brenda & Adolfo Sixtos
Sixtos	Adolfo	Brenda & Adolfo Sixtos
Canto	Victor	Alicia Cantu
Herrera	Vanessa	Alicia Cantu
Zapata	Krystal	Emre Espino, Nevaya Espino
Martinez	Jennifer Fajardo	Mica Martinez Andx Cedillo
Cedillo	Maicruz	Axel Mureles

School:	Date/Time:
Session Name: Title I Fall Meeting for Parents and Families	Presenter:

## Parent Involvement Type:

Training ☒ Planning ☐ Conference ☐ Family Literacy ☐ Other: ☐

Last/Apellido	First/Nombre	Child's Name/Nombre del hijo/a
Mendez	Bernard	KATE Mendez
Fajardo	Linda	Justin Jonathan Perez
Sanchez	Liliana	Lizbeth Vazquez
Gonzalez	Susana	Aylin Salazar
Oliver	Marcia	Esther Thomas
Ruvalcaba	Nancy	Azul Hernandez
Usooquez Dominguez	Humberto Alicia	Catalina/Miranda
Carvantes	Alisia	Isaac Rico

School:	Date/Time:
Session Name: Title I Fall Meeting for Parents and Families	Presenter:

**Parent Involvement Type:**

Training X Planning    Conference    Family Literacy    Other:   

Last/Apellido	First/Nombre	Child's Name/Nombre del hijo/a
Dominguez	Stephanie <del>Sabrina James</del>	Sabrina, James
Belknap	Chase	Sabrina + James Dominguez
ROSE	SICKLE	Aaliyah monroe Allyce monroe
ROSE	SELF	Aaliyah monroe Allyce monroe
KOTERBA	CHRISTY	Aaliyah monroe Allyce monroe
TAMES	Gloria	Sensitization of Amadeo T.

School:	Date/Time:
Session Name: Title I Fall Meeting for Parents and Families	Presenter:

**Parent Involvement Type:**

Training X Planning — Conference — Family Literacy — Other: —

Last/Apellido	First/Nombre	Child's Name/Nombre del hijo/a
Baker	Anne	Kayden Davenport
Maldonado	Elizabeth	Juan Salinas
Soto	Juana	Kiella McKenzie
Cinco	Angela & Victor	Amyl Careaga
Salgado	Maria	Erik Richards
Richardson	Maria	Kamila France
Torres	Olivia	Julian Salgado

School:	Date/Time:
Session Name: Title I Fall Meeting for Parents and Families	
	Presenter:

**Parent Involvement Type:**

Training ☒ Planning ☐ Conference ☐ Family Literacy ☐ Other: ☐

Last/Apellido	First/Nombre	Child's Name/Nombre del hijo/a
Faldyn	Ronald & Natasha	Brantley faldyn
Garza	Caena	Natalia Reyes
Urbuiza	Alberto urbuiza	Anthony Burgos
Munoz	Vanessa	Nayeli Munoz
Fovias	Cindy	Esgar Ruiz
Foster	Cardice	Cardice Foster
Bojia	Natalie	Huiber to Ruiz
Urgas	Lesly	
Vargas	Cleisy	Abner Torres-Vargas
Reyes		

School:	Date/Time:
Session Name: Title I Fall Meeting for Parents and Families	Presenter:

## Parent Involvement Type:

Training ☒ Planning ☐ Conference ☐ Family Literacy ☐ Other: ☐

Last/Apellido	First/Nombre	Child's Name/Nombre del hijo/a
Leathernwood	Stacy	Ezekiel Cumberlander
Martinez	Edgar	Oliver Martinez
Meyera	Crystal	Sophia Cepauros
Perez	Angelica	Luis A. Bogia & Jamillatt Bogia
Perez	Jose	Aldo Perez
Bañuelos	Edith	Sarah Dominguez
McFee	Jimmy	Eli - Carson - Liam McFee
Alto Villegas	Alma	Noel Villegas
Alto Lopez	Nelda	Nelda Lopez

School:	Date/Time:
Session Name: Title I Fall Meeting for Parents and Families	Presenter:

**Parent Involvement Type:**

Training ☒ Planning ☐ Conference ☐ Family Literacy ☐ Other: ☐

Last/Apellido	First/Nombre	Child's Name/Nombre del hijo/a
Pardo	Delia	Isabel Garcia
Ortega	Daniela	Manny Chavez / Marielopez
Williams	Stephanie	Sandra / Isabella Lopez
Martinez	Osmar baby?	Keren Skeen
Duran	Paulina Duran	Alfredo Duran
Torres	Monica	Elian Morelos



School:	Date/Time:
Session Name: Title I Fall Meeting for Parents and Families	Presenter:

**Parent Involvement Type:**

Training X Planning    Conference    Family Literacy    Other:   

Last/Apellido	First/Nombre	Child's Name/Nombre del hijo/a
Barbosa	Anais	Ana Sofia Yanez
Yanez	Aurelio	Ana Sofia Yanez
Osorio	Julie	Anna Osorio
Ross	Rose	Matthew Ross
Claudia	Salinas	Abigail Carbajal
Rodriguez	Pere	Raelynn Rodriguez
Mejia	Elvira	Annaly Soto Mejia
Christine Dellosa	Huff Winkler	Echo Winkler
Estes	Amber	Jamayah Estes

School:	Date/Time:
Session Name: Title I Fall Meeting for Parents and Families	
	Presenter:

## Parent Involvement Type:

Training X Planning    Conference    Family Literacy    Other:   

Last/Apellido	First/Nombre	Child's Name/Nombre del hijo/a
Drake	Robin	Brooklyn Drake
Bay	Brianna	
Roman	Merce	Tobiasita Roman
John Fontenette	John	Ashlan Aubrey Fontenette
Shanta Lopez	Shanta	Ashlan Aubrey Fontenette
Montano	Gloria	Melissa Rodriguez
Estrada	Brisei	Alan Rodriguez
Estrada	Aurelia	Daneyza Zuniga
MGD	Becky Erick	Abigail MGD
Dance	Diana	Valeria Briones

# **Fall Title I/Accountability Parent Meeting**

## **Reunión Informativa sobre el Título I**

10/6/2022

6:00

Lost Pines Elementary



# Agenda

- **Why are we here?/ ¿Porque estamos aqui?**
- **Accountability Ratings Review/ Revisión de los criterios de responsabilidad**
- **Title I, Part A Program / Programa Titulo I, Parte A**
- **Parent and Family Engagement Policy /Póliza de involucramiento de padres y familias**
- **School Compact / Acuerdo entre la escuela y padres**
- **Reservation of Funds/ Fondos de reserva**
- **Teacher Qualifications / Cualificaciones de maestros**
- **Annual Evaluation / Evaluacion anual**
- **Upcoming Meetings/ Proximas reuniones**
- **Campus and District contacts/ Contacto de la escuela y distrito**

# Why Are we Here?/Porque Estamos Aqui?

## Annual Title I Parent Meeting

All schools receiving Title I, Part A funds are required to convene an annual Title I, Part A parent meeting:

- To inform parents and families of their school's participation
- To explain the requirements of the Title I, Part A program
- To explain the right of parents to be involved

## Reunión anual de padres del Título I

Se requiere que todas las escuelas que reciben fondos del Título I, Parte A convoquen una reunión anual de padres del Título I, Parte A:

- Para informar a los padres y las familias de la participación de la escuela
- Para explicar los requisitos del programa Título I, Parte A
- Para explicar el derecho de los padres a participar



## Overall Performance Details



### Student Achievement



58 out of 100

Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rates and how prepared students are for success after high school.

ADDITIONAL DETAILS



### School Progress



72 out of 100

School Progress shows how students perform over time and how the school's performance compares to other schools with similar economically disadvantaged student populations.

ADDITIONAL DETAILS



### Closing the Gaps



66 out of 100

Closing the Gaps tells us how well a school is ensuring that all student groups are successful.

ADDITIONAL DETAILS

### Change Over Time

Academic Year	Overall Rating	Score
<a href="#">2021-22</a>	C	70
<a href="#">2020-21</a>	Not Rated*	N/A
<a href="#">2019-20</a>	Not Rated*	N/A
<a href="#">2018-19</a>	F	59
<a href="#">2017-18</a>	Met Standard	66

\* Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2019-20 and 2020-21 accountability ratings.

This shows how overall performance at the school has changed over time.

#### Overall Rating



70 out of 100



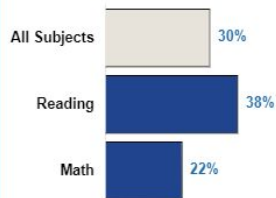
## STAAR Performance Details

### Percentage of Students Approaching Grade Level or Above



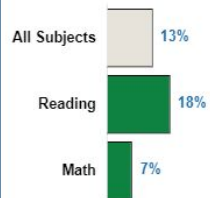
Subject	This School	District
All Subjects	57%	60%
Reading	62%	60%
Math	52%	59%

### Percentage of Students Meeting Grade Level or Above



Subject	This School	District
All Subjects	30%	33%
Reading	38%	37%
Math	22%	29%

### Percentage of Students Mastering Grade Level or Above



Subject	This School	District
All Subjects	13%	13%
Reading	18%	14%
Math	7%	10%

# 2022-2023 Improvement Strategies

- ★ Add your own things here! These are just suggestions↓
- ★ New Leadership member - Mrs. Katie Allen
- ★ Two APs for the campus
- ★ Effective Schools Framework training & Targeted Improvement Plan
- ★ Weekly support visits from C&I
- ★ Additional Instructional Coach - MTSS Coach and Early Literacy Coach
- ★ Rtl Staff - team of 6
- ★ Focus K-4 Literacy- training and support for all new reading resources for K-4
- ★ Additional social worker on campus - CIS Counselor: Ms. Hannah Rey
- ★ Uses of Title funds for additional tutoring, planning days, classroom resources



# **Title I, Part A—Improving Basic Programs**

## **Título I, Parte A- Mejoramiento de Programas Básicos**

### **Intent and Purpose**

**Provides supplemental funds to schools with high numbers of students from low-income families to support a high-quality education that will enable all students to meet state performance standards.**

### **Intención y Propósito**

**Proporciona fondos suplementarios a las escuelas con un alto número de estudiantes de familias de bajos ingresos para apoyar una educación de alta calidad que permita a todos los estudiantes a cumplir con los estándares de rendimiento estatales**

### **Use of Funds/Usos de los fondos**

- Pull-out program teachers (Rtl)/ Las clases y maestros de ayuda (RTI)
- Staff development /consultants / Desarrollo del personal y consultas
- Instructional Coaches/ Entrenadores de instrucción
- After-school and in-school tutorials/Tutoría después y durante las clases
- Supplies & materials/Artículos y materiales
- 1% for parent involvement / 1% por la participación de los padres
- Summer school/Escuela de verano

# Policy and Compact

## Póliza y Acuerdo

1. Parent and Family Engagement Policy is distributed in our LPE Family Newsletter this month.
2. School-Parent compact is presented and discussed during parent-teacher conferences for Elementary schools.

1. La póliza de involucramiento de padres y familias es distribuida (explica cómo y cuándo)
2. El acuerdo entre escuela-padres es presentado y explicado durante el día de conferencias entre padres y maestros en las escuelas primarias y (explica cómo es distribuido en la escuela secundaria)

# Parent and Family Engagement Policy / Póliza de Involucramiento de Padres y Familias

The policy addresses how the school will implement the parent and family engagement program and includes:

- Convene an annual meeting; Provide a flexible number of meetings
- Involve parents in an organized, ongoing, and timely way, in the planning, review, evaluation, and improvement of the parent and family engagement policy and program
- Provide timely information about parent and family engagement activities
- Provide information to parents about curriculum and assessment
- If requested, provide additional meetings with parents to discuss decisions for the education of their child

La póliza aborda cómo la escuela implementará el programa de participación de padres y familias e incluye:

- Convocar una reunión anual; Proporcionar un número flexible de reuniones
- Involucrar a los padres de manera organizada, continua y oportuna, en la planificación, revisión, evaluación y mejora de la política y el programa de participación de los padres y la familia.
- Proporcionar información oportuna sobre las actividades de participación de los padres y la familia.
- Proporcionar información a los padres sobre el plan de estudios y la evaluación.
- Si se solicita, brinde reuniones adicionales con los padres para discutir las decisiones para la educación de sus hijos

# School-Home Compact

## Acuerdo entre Escuela-Padre

### The school-parent compact is a written agreement...

- That describes how parents and families, school staff, and students share the responsibility for improved student academic achievement
- The ways in which parents will support their child's learning
- That stresses the importance of frequent communication between school and home, and the value of parent-teacher conferences (**required** in elementary schools)
- That affirms the importance of parents and families in decisions relating to the education of their children
- Title I, Part A parents have the right to be involved in the development of the school-parent compact

### El pacto escuela-padre es un acuerdo escrito ...

- Eso describe cómo los padres y las familias, el personal escolar y los estudiantes comparten la responsabilidad de mejorar el rendimiento académico de los estudiantes.
- Las formas en que los padres apoyarán el aprendizaje de sus hijos
- Eso enfatiza la importancia de la comunicación frecuente entre la escuela y el hogar, y el valor de las conferencias de padres y maestros (**requerido** en las escuelas primarias)
- Que afirma la importancia de los padres y las familias en las decisiones relacionadas con la educación de sus hijos.
- Título I, Parte A, los padres tienen derecho a participar en el desarrollo del pacto escuela-padres

# Reservation of Funds, 1% Set -Aside

## Reserva de fondos, 1%

Any local education area (LEA) with a Title I, Part A allocation exceeding \$500,000 is required by statute to set-aside 1% of its Title I, Part A allocation for parent and family engagement.

- Title I, Part A parents have the right to be involved in the decisions regarding how these funds will be used for parent and family engagement activities

Por ley, cualquier área de educación local (LEA) con un otorgamiento de Título I, Parte A que exceda los \$500,000 debe reservar 1% de su otorgamiento de Título I, Parte A para la participación de los padres y la familia.

- Título I, Parte A, los padres tienen derecho a participar en las decisiones sobre cómo se utilizarán estos fondos para las actividades de participación de padres y familias

# Teacher Qualifications/ Cualificaciones del maestro

- Schools are required to notify parents that they have the right to request information regarding the qualifications of their child's teacher, Section 1112 (e) (1) (A)
- Parents must follow the school procedure to request this information
- Las escuelas deben notificar a los padres que tienen derecho a solicitar información sobre las calificaciones del maestro de su hijo, Sección 1112 (e) (1) (A)
- Los padres deben seguir el procedimiento escolar para solicitar esta información.

# Annual evaluation / Evaluacion anual

An annual evaluation will be distributed in the spring to review the content and effectiveness of the parent and family engagement policy and program and help Identify...

- Barriers to participation in parent engagement
- The needs of parents to assist with the learning of their children
- Strategies to support successful school-family interactions

En la primavera se distribuirá una evaluación anual para revisar el contenido y la efectividad de la política y el programa de participación de padres y familias y ayudar a identificar ...

- Barreras en la participación de los padres
- Las necesidades de los padres para ayudar con el aprendizaje de sus hijos
- Estrategias para apoyar interacciones exitosas entre la escuela y la familia.

# Additional meetings

## Proximas reuniones

- If you are needing an additional meeting with teacher or staff, please contact them by email or call the front office to set this up.
- Monthly Coffee with Principals: opportunity to come and get information to help your student at home and understand more about their education.



# Campus Contacts/Contactos del Campus

Lezlie Ringstaff, Principal: [lringstaff@bisdtx.org](mailto:lringstaff@bisdtx.org)

Jacqueline Dixon, AP: [jdixon@bisdtx.org](mailto:jdixon@bisdtx.org)

Katie Allen, AP: [kallen2@bisdtx.org](mailto:kallen2@bisdtx.org)

Martha Leal, school counselor: [mleal@bisdtx.org](mailto:mleal@bisdtx.org)

Indra Cazares, school nurse: [icazares@bisdtx.org](mailto:icazares@bisdtx.org)

# District Contacts/Contactos del Distrito Escolar

Please feel free to contact us for more information or for comments and feedback

Favor de comunicarse con nosotros si necesita más información, para comentarios o sugerencias.

***Federal Programs Director***

Kendra Monk 512-772-7100

***Family and Social Services Coordinator***

Norma Mercado 512-772-7133

*Thank you for your support!*  
*¡Gracias por su apoyo!*



# EXPLORER OUTLOOK

— LOST PINES EXPLORERS...WORLD CHANGERS —

## MONTHLY UPDATES FROM LOST PINES

Please review this monthly newsletter to stay updated with all the amazing things that your child is experiencing at school.





## \*\*\*LOOKING FOR A FEW VOLUNTEERS\*\*\*

We are looking for a few volunteers to help out during lunch times each day.

If you are interested in volunteering in the cafeteria during lunch times, please email [lringstaff@bisdtx.org](mailto:lringstaff@bisdtx.org) or call the front office and give them your info.

You would have to sign up through VIPS to be able to volunteer for this or other things on campus. The amazing office ladies can help you with this.

## QUICK REMINDERS

### Arrival:

-Students are tardy after 7:30

Breakfast is not in the classroom anymore. It is in the cafeteria. If you don't have your child to campus on time, they might not have a chance to eat breakfast. Please ensure your child is to school on time.

-You may park and walk student to the front door and tell them goodbye.

-You may drop them off on the side of the building in your car.

-You may not pull in by the buses to drop off in a car.

-You may not drop them off in the parking lot and let them walk alone.

-If you are in a car, the best option is the car line on the side of the building.

### Lunch:

**-After the first nine weeks period,** we will start letting you come and eat lunch on Mondays and Fridays only. **We will let you know when this begins.**

-Lunch is free for all.

-Snacks will start being sold after the first nine week. Students will need money to do this. We ask that you talk with your child about making sure they eat their lunch first before eating any type of snack food.

### Dismissal:

-If needing to pick up child for doctor appt, etc, this needs to happen before 2:00 to ensure we get your child to the office before the rush of dismissal starts.

-All dismissal starts at 3:00. Please be in car line and do not wait. I know it takes longer at the beginning, but we are already down to being finished by 3:30. It will eventually be a 3:15 cut off



and if you are not in line, you will have to park and go in and sign out child. Please be in line on time.

-Buses are different this year. We will have half our buses coming at 3:00 and half are going to BIS first and then to LPE and not going to be getting LPE kids until 3:25. This will mean they might get home a little later than you are used to. Be be aware of this.

## COMMITMENTS TO OUR STUDENTS AT SCHOOL AND AT HOME

Reminder of our partnership commitments to ensure our students are ready to learn each day:

- 1) Attends school daily and arrives on time, ready for the day's learning experience
  - tardy after 7:30
- 2) Reads daily to develop a love for reading and to improve literacy skills
  - bookbags will be sent home.
- 3) Shares school experiences with you so that you are aware of his/her school life
  - ask your child questions.
- 4) Informs you if he/she needs additional support in any area or subject
  - look at work with child, watch them do their homework, listen to them read.
- 5) Knows that you expect him/her to succeed in school
  - talk to your child about the importance of school.

## OCTOBER



## IMPORTANT DATES/INFO - OCTOBER

Important Dates for September:

**-October 6: Open House 5:00-6:30 (whole event)**

**Please join us for:**

**\*Title I Meeting at 6:00**

**\*2nd grade Performance 6:10-6:30**

**-October 7: Student Holiday**

- October 8: Staff and Student Holiday
- October 17: Fall Picture Day
- October 19: Coffee with Principals @ 8:00 in the cafeteria
- October 23-28: Red Ribbon Week (Dress Up schedule below)
- October 26: College Shirt Day
- October 27: Fall Fest (details to come)

## TITLE I PRESENTATION FROM OPEN HOUSE TITLE MEETING

Here is a link to the presentation that we will be going over at Title I Meeting. Use this if you have questions or didn't get to attend.

[Title I Presentation](#)

## LPE - PARENT INVOLVEMENT POLICY

Use [THIS LINK](#) to view our Parent Involvement Policy for 2022-2023.

## CELL PHONE/SMART WATCH POLICY

Families: please refer to the BISD Student Handbook on page 54. Students can have phones and watches on campus, in their backpacks, turned off....but they may not be used during school. Please help your student remember this so that their device doesn't get taken up and held in the office until a parent can come pick it up.



## REMINDERS AND ANNOUNCEMENTS

**Absences:** Being on time and present at school daily is always important. If you have had special circumstances up until this point, we want you to hear again that it is even more important that students are here on time and each day. As we come close to the end of the year, your child will be continuing to get very important instruction each day to help propel them into the next grade level and to be more successful on end of year assessments. Please prioritize your child being at school each day before 7:30 (tardy) so they aren't missing any instruction.

**Book Bags:** all students will be coming home with book bags in a couple of weeks. These contain books on their independent reading level. They should be reading for at least 20 mins a night. This reading can be from these books or from books at home. However, these books do ensure that students are reading text on their appropriate reading level.

**Homework:** Some grade levels are sending homework home with students weekly. Basically, it is a task that is given out on Monday and due on Friday. On Friday, teachers go over the homework with students. If your child hasn't done the homework, they are missing out on extra practice that will ultimately help them succeed better for that school year. Homework is something that the students would have already learned in school, this is just an opportunity to continue to practice the skill. This is important for students to get into the habit of because when they get to intermediate school the homework load is much bigger. If we have not given them any in elementary, we are not setting them up for success.

**Safety Drills Awareness:** just an FYI, we do conduct monthly safety drills for fire and lockdowns. If you see fire trucks or hear the alarms, it is most likely a drill. If something were real and serious, a blast would be sent out to parents.

**Morning Arrival and Dismissal Procedures:** click [HERE](#) to see these procedures in English and Spanish. Please remember that all of this is done for the safety of our students.

## COUNSELOR'S CORNER - MRS. LEAL

**Counselor's Corner - October 2022**

**A really Cool assembly is coming to our school!**

**NED's Mindset Mission** is a character education program that centers around three important messages that have lifelong relevance: Never give up, encourage others and do your best. During the assembly, students will learn about the importance of these three life skills while also enjoying storytelling, magic, humor and yo-yo tricks. We recommend linking the underlined text (shown above) to our website,

<http://www.mindsetmission.com/assembly.html>

**Links to NED's Mindset Mission Home Page**

<a href="http://www.mindsetmission.com/assembly.html"></a>

**Check out these books on the power of YET:**

Giraffes can't Dance by Giles Andreae



Bubble Gum Brain by Julia Cook

The Magical Yet by Angela DiTerlizzi

I[[ML1](#)] won't Quit by Danny McGill

I Can't Do That Yet by Esther Cordova

**October is Bully Awareness Month.** This month I will focus my guidance lessons on delivering information to the students that will help shape our campus as one with zero tolerance for bullying.

**Red Ribbon Week** October 24 – October 28th

Dress Schedule

Monday 10-24-22 Wear red and your cap / hat – cap off drugs

Tuesday 10-25-22 My future is bright – wear bright colors

Wednesday 10-26-22 Dress Hawaiian and wear your lei – Lei off drugs.

Thursday 10-27-22 Wear your favorite Pajamas – Dream BIG Explorers

Friday 10-28-22 Dress like your favorite story book character. Let your character shine through.

### **I HAVE SO MANY QUESTIONS...WHO CAN I TALK TO?**

Registration help and other questions 512-772-7700

Lost Pines Hours: 7:00-3:15

Nurse: Indra Cazares

[icazares@bisdtx.org](mailto:icazares@bisdtx.org)

School Supplies: Martha Leal, counselor

[mleal@bisdtx.org](mailto:mleal@bisdtx.org)

### **WHAT TIME DOES SCHOOL START DAILY?**

7:30AM

Students will be counted tardy past 7:30am and they will be missing crucial instructional time if they are not on time.

### **WHAT TIME DOES SCHOOL DISMISS DAILY?**

3:00PM in car

Students need to be picked up on time daily.

3:00-3:25 for buses

### **WHAT ABOUT LUNCH TIME?**

Your child will be eating in the cafeteria daily. We cannot heat up food in microwaves. Please make sure to send a lunch with your child if they are not receiving a school lunch. The district is still restricting visitors from eating lunch with students on campus.

## **WHAT IF I NEED TO PICK UP MY CHILD EARLY FOR DR. APPOINTMENT?**

If parents or guardians need to pick up their child early due to illness or a doctor's appointment, please come in the front office before 2:00pm and check them out.

## **WHAT IF I NEED TO CHANGE HOW MY CHILD GOES HOME?**

If you are needing to change how your child goes home, you must call the office before 2:00pm to let them know of the change. It is extremely important to call well before 2:00pm to ensure that the Go Home Change makes it to your child before dismissal time.

512-772-7700

## **Will my child have homework each night?**

Yes. This will look very different for each grade level, but it is part of our job as educators to give them structured practice of skills they are working on in class to help solidify their learning and take it from short term to long term memory. The homework will not exceed 20-30 mins per night, depending on grade level. \*\*Note: any homework will be something that has already been covered in class, so if your student is struggling with it, it would be beneficial to reach out to their teacher and let them know of the struggles you are noticing at home.

## **How will I know what is important information that I need from my child daily?**

Each child in the school will be bringing home a Daily Binder that will need to be looked at each afternoon/night. All important information will be coming home to you per this binder. Please make sure that you and your child are looking at it daily...checking for graded work, communication from teacher, update on any concerns each day, reading log to document reading done each night, etc.

## **How can I help my student at home?**

The most beneficial thing that you can do with your child is read to them or listen to them read to you. We understand that not all will have grade level appropriate books at home. The teachers will be sending home a book bag daily with books that are on the student's reading level. The books that your child brings home are on their independent reading level.

\*\*Please note that this might not come home right away...our teachers need time to get to know the student's reading levels and get books prepped to come home. In the meantime, any books you have would be beneficial for your student to be reading. We will get book bags home asap.

## **Will I be able to eat lunch with my child at school?**

We will be allowing parents to come for lunch after the first nine weeks of school to be able to set solid routines and procedures with all of our students. As we get closer to that time, I will update you with info for having lunch on campus.

## WILL MY CHILD BE ABLE TO BRING A WATER BOTTLE?

Yes, we encourage your child to bring a water bottle. It is extremely hot outside and water will be needed.

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## LOST PINES ELEMENTARY

 Facebook



 151 Tiger Woods Drive, Bastr...

 [lrinstaff@bisdtx.org](mailto:lrinstaff@bisdtx.org)

 512-772-7700

# Title I Fall Meeting Documentation 22-23

Invites:

Lezlie Ringstaff		Reminder: Open House event from 5:00-6:30 on Thursday. Title I Meeting starts at 6:00pm, followed...	Oct 3, 2022 10:55 AM	<a href="#">Lost Pines Elementary School</a>	Non-Emergency	687	651	40
Lezlie Ringstaff		Reminder: Open House event from 5:00-6:30 on Thursday. Title I Meeting starts at 6:00pm, followed...	Oct 3, 2022 10:54 AM	<a href="#">Lost Pines Elementary School</a>	Non-Emergency	687	614	36

Link to Family Newsletter (invite):

[LPE October Family Newsletter](#)

LPE Title I Meeting/Agenda:

[LPE Presentation](#)

**Coffee with Principal & Spring Title I Meeting**  
**October 19, 2022**

<i><b>Time</b></i>	<i><b>Item on Agenda</b></i>
8:00	Eat and mingle
8:10	Fall Title Meeting
8:20	Leal Presentation - Windows of Tolerance
8:30	Rey Presentation - Attendance Matters

Link to Title Meeting slides: [Fall Title Meeting](#)



## Lost Pines Elementary Coffee with Principal - Family Engagement 2022-2023

# Sign-in Sheet

[illegible]

# PLC Lead Meeting Agenda - 11/17/22

**LPE Mission:** to ensure high levels of learning for every student, everyday so they achieve success in school and beyond.  
**LPE Vision:** We DO today, so they CAN tomorrow.

## Collective Commitments - LPE 2022-2023

✦	Prioritize building relationships with all Explorers.
✦	Embody a positive and professional culture that fosters a growth mindset.
✦	Work interdependently in collaborative teams and take collective responsibility for student learning and experiences rather than working in isolation.
✦	Not a “my kids” mentality...rather an “our kids” mentality.
✦	Implement, with fidelity, the agreed upon guaranteed and viable curriculum unit by unit.
✦	Monitor student learning through an ongoing assessment process that includes frequent, team developed common formative assessments.
✦	Use the results of common formative assessments to: <ul style="list-style-type: none"><li>✦ Improve individual teacher practice</li><li>✦ Build the team’s capacity to achieve its goals</li><li>✦ Intervene or extend on behalf of student</li></ul>

Absent:

Item or Issue	Action Needed	Notes	Person Responsible
<input type="checkbox"/>	Introductions	Staff and community members	
<input type="checkbox"/>	CIP Formative Review	<a href="#">Formative Review Slides</a> <a href="#">Formative Review Process</a>	

# Sign In Sheet

Guests on back →

Date: 11-17-22

Meeting: CIP Formative Review

Pre-K		2nd Grade	
Dominguez, Emily		Zavala, Celia	
Sierra, Evelyn		Oliver, Linda	Linda Oliver
Salcedo, Summer		Craig, Abigail	
Goldstein, Missy		Alvarado, Juana	
Psencik, Linda	Linda Psencik	Morales, Oscar	
Thompson, Rosie		Burkhardt, Sarah	
Shackelford, Elizabeth		Gema Barboza	
Dobbs, Leane		3rd Grade	
		Rubalcaba, Maricela	
Kindergarten		Duran, Shelby	
Rodriguez, Sarah		Grayson, Kasidy	Kasidy Grayson
Abbot, Kaley		Weathers, Keri	
Alvarado, Angie	Angie Alvarado	Romero, Audrey	
Barrier, Marisela		Hernandez, Sandra	
McGuinness, Caitlin		Martinez, Susie	
Valdivia, Susana		4th Grade	
1st Grade		Shepherd, Meghan	
Lebron, Marlee		Tawater, Emily	
Cox, Ana	Ana Cox	Haywood, Sherlisha	80
King, Dorothy		Abraham, Caylie	
Foster, Candice		Housh, Jordan	
Noakes, Bailey		Cox, Catherine	
Medina, Carolina		Special Education	
Thompson, Ariel		Morriss, Kim	
Tovias, Cindy		Lopez, Janet	
CAMP		Watson, Shpwan	
Hedberg, Kim		Lewis, Patricia	
Sanchez, Maria		Tiffany Alexander	
Poston, Jennifer		Wooley, Fran	
Mouser, Carrie		Trost, Stacy	
Villegas, Isabel		Childs, Diane	
Wessman, Minda		McDaniel, AnnMarie	
Puga, Morgan		Gonzalez, Teresa	Maria Gonzalez
		Lopez, Nyesia	Nyesia Lopez



Intervention/Support		Grabbert, Jan	
Mitchell, Nanette		Canada-Agosto, Sabrina	
Sims, Teresa		Office	
Sanchez, Veronica		Ringstaff, Lezlie	<i>X Ringstaff</i>
Avila, Denise		Dixon, Jacqueline	<i>J</i>
Easterly, Joely	<i>J. Easterly</i>	Allen, Katherine (Katie)	
Jasso, Joselin		Palacios, Biviana	
Alvarez, Grizelda		Gonzalez, Lily	
Rios, Monica		Sanchez, Brenda	
Thompson, Haley		Santiago, Milissa	
Lopez, Rosa		Leal, Martha	
		Casarez, Indra	
Hoell, Connor		Teacher Support	
Mank, Courtney		Millikin, Tege	<i>Tege Millikin</i>
Other		Battaglia, Jessica	<i>Kim Battaglia</i>
Lara, Olivia		Redmon, Kristina	<i>Kristina Redmon</i>
Komandosky, Christina		Smith, Kristin	
, Safiro		Rey, Hanna	
When calling a room with only three digits - First dial 56, then the phone number (ex: 56200)			

### Guests

<u>Name</u>	<u>Representing</u> (community, district or parent)
Yadira Yanez	AI United Insurance
CHRS TAWATA	PARENT/DISTRICT
Barbara Caldwell	Community

Process the team went through to give feedback:

**Formative Review - November 17th**  
**3:30 - LPE Campus Library**

–CIP Items: [LPE CIP Goals](#) [Performance Objectives](#) [Strategies 22-23](#)

–Data to Review:

- [CIP Data Sheet](#)
- Attendance Goal: 95%
  - As of 11/15: 90.97%

Attendance	
Goal: 95%	
Aug	90.4
Sept	92.09
Oct	91.52
Nov	
Dec	
Jan	
Feb	
Mar	
Apr	
May	

Panorama Student SEL Skills and Competencies - Percent Favorable				
	Fall 2021	Spring 2022	Fall 2022	Spring 2023
<b>Self Management</b> How well students manage their emotions, thoughts, and behaviors in different situations.	69%	62%	63%	
<b>Growth Mindset</b> Student perceptions of whether they have the potential to change those factors that are central to their performance in school.	60%	62%	62%	
<b>School Safety</b> Perceptions of student physical and psychological safety at school.	58%	61%	57%	

Digging Deeper into LPE Campus Improvement Plan:

Group 1:

**Goal 4:** Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 1:** Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

**Aligned Performance Objective:** Survey data will show increased positive perceptions of parent and community engagement opportunities.

**Pg. 24-26**

What experience do you have with this?	School Status, Principal Messages, Campus News Letters, Teacher News Letters, School Events, Thanksgiving Lunch, Donuts with Grandparents, Veterans Program, Coffee with Principal, We Believe, Career Fair, Mentors, Girl Scouts, PTA, CIS, McKinney Vento, Parents come for lunches, Go Texan Read Aloud,
How do you think we are doing?	Making Progress- Parents are more involved than during Covid.
What suggestions do you have moving forward?	Science Fair Paired with a performance- Science Fair/ STAAR Night/ Dine and Dance Community Read Alouds
Other Notes	

**Goal 3:** Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 1:** Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

**Aligned Performance Objective:** Student attendance will increase from 91% to 95%.

**Pg. 17-18**

What experience do you have with this?	Attendance Wheel, Phone Calls, Truancy, Solution Based Calls, \$700 CIS Grant, Report Card Notes, Messaging Parents, Breakfast with Principals
How do you think we are doing?	Making Progress-
What suggestions do you have moving forward?	Engaging Parents, Communicating to children the importance, Will Walmart or HEB work with the \$700?
Other Notes	

## Group 2

**Goal 4:** Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 1:** Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

**Aligned Performance Objective:** Survey data will show increased positive perceptions of parent and community engagement opportunities.

**Pg. 24-26**

What experience do you have with this?

School status, grade level newsletters, parent conferences, fall festival, coffee with principal, Santa's cookies, open house, book fair, PTA Title 1 meetings, angel trees, girl scouts, Veteran's day, lunch with their child, award ceremonies, Go Texan, Field Day, Water Day, Dine and Dance, graduation ceremonies

How do you think we are doing?

I think we have offered many diverse opportunities for parents/families to be involved

What suggestions do you have moving forward?

Send the volunteer form home with students at the beginning of the year so it is already filled out  
Possibly recruit for "room mom"  
Invite parents/family member in as a "Mystery Reader"

Other Notes

**Goal 3:** Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 1:** Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

**Aligned Performance Objective:** Student attendance will increase from 91% to 95%.

**Pg. 17-18**

What experience do you have with this?	School status, spinning the wheel for attendance, communicate with families after 2 consecutive days of absences, school nurse on campus full time, perfect attendance award
How do you think we are doing?	It has been challenging to keep attendance up due to illness, kids do seem excited when they get to color in a letter on the attendance word
What suggestions do you have moving forward?	Have an opportunity for the kids to see the spinner Creating a classroom culture that is inviting and caring- make kids excited to be here "Ticket system" for kids who are here every day- allow them to go to treasure chest, or raffle of some sort Morning announcement of who gets to go to the spinning wheel Have kids with perfect attendance get to say the pledge/morning announcements
Other Notes	

### Group 3

**Goal 4:** Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

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**Pg. 24-26**

What experience do you have with this?	What we do: Coffee with Principals Fall Fest Veterans Performance/Breakfast Thanksgiving lunch Living Wax Museum Hispanic Culture Performance and Title 1 Meeting
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	Book Fair Parent lunches with students Parent volunteers during lunch Mentoring Program Valentines Day Dance Cookies with Santa Open House Parent/Teacher Conference Water Day Track and Field Day Read Across America Week Texas Day Picnic
How do you think we are doing?	(1) As a parent I feel that we are doing well. (2) One parent was not aware of the lunch time opportunities or volunteer in the cafeteria.
What suggestions do you have moving forward?	(1) Encourage more parents to get involved, (encourage other parents to spread the word in their immediate community (2) Communicating specific volunteer opportunities (instead of just saying we need someone for Texas day, say we need a volunteer to man the _____, or sharing your story as a part moving to/living in Texas. (3)
Other Notes	
<p><b>Goal 3:</b> Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.</p> <p><b>Performance Objective 1:</b> Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.</p> <p><b>Aligned Performance Objective:</b> Student attendance will increase from 91% to 95%.</p> <p><b>Pg. 17-18</b></p>	
What experience do you have with this?	Attendance Wheel Grade Level Competition
How do you think we are doing?	Well in some areas, PK, K and 1st are low, 2nd, 3rd and 4th doing well.
What suggestions do you have	Ask parents for donations for rewards

moving forward?	Have attendance conversations during parent/teacher conferences providing parents with state (and other) consequences attached to truancy for all grade levels Ask for donations from local retailers (Whataburger, Mcdonalds etc. for coupons for rewards) A larger reward opportunities for students who attend to be drawn at specific times during the year Use a student survey to determine desired rewards
Other Notes	

Presentation:

# LPE Formative Review of CIP

November 17th, 2022

The *mission* of the Bastrop Independent School District is to develop and educate every student so they can make a positive impact on their families, the workforce, and the greater community.

Our *vision* is that every student graduates from Bastrop Independent School District prepared for life's challenges and ready for tomorrow's opportunities.



*Their Future is Our Focus.*

*District Improvement Plan Goals aligned to Strategic Plan Core Values*



We will support skill-building opportunities that encourage responsible choices and adaptable competence.



We will implement innovative strategies to facilitate ownership of academic mastery for all learners.



We will develop student-centered learning environments that provide a foundation for positive connections.



We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.



## DIP & CIP Overall Goals

- ✦ **Student Success & Well-Being:** We will support skill-building opportunities that encourage responsible choices and adaptable competence.
- ✦ **Teaching & Learning Practices:** We will implement innovative strategies to facilitate ownership of academic mastery for all learners.
- ✦ **Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.
- ✦ **Collaborative Partnerships:** We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.



## Mission Statement

*Lost Pines mission is to ensure high levels of learning everyday for every student so they achieve success in school and beyond.*



## Vision Statement

*We DO today, so they CAN tomorrow.*



## Collective Commitments

- ✦ Prioritize building relationships with all Explorers.
- ✦ Embody a positive and professional culture that fosters a growth mindset.
- ✦ Work interdependently in collaborative teams and take collective responsibility for student learning and experiences rather than working in isolation.
- ✦ Not a "my kids" mentality...rather an "our kids" mentality.
- ✦ Implement, with fidelity, the agreed upon guaranteed and viable curriculum unit by unit.
- ✦ Monitor student learning through an ongoing assessment process that includes frequent, team developed common formative assessments.
- ✦ Use the results of common formative assessments to
  - ✦ Improve individual teacher practice
  - ✦ Build the team's capacity to achieve its goals
  - ✦ Intervene or extend on behalf of students

## Formative Review Collaboration

1. Read Goal, Performance Objective, Strategies
2. Provide feedback/discussion based on your experience or context
  - a. What experience do you have with this?
  - b. How do you think we are doing?
  - c. What suggestions do you have moving forward?
  - d. Other Notes

## Groups

Group 1: Dixon, Alvarado, Oliver, Haywood, Leal, Redmon, Caldwell

Group 2: Battaglia, Psencik, Cox, Grayson, Gonzalez, Crees

Group 3: Millikin, Easterly, Nyesia, Tawater, Mares, Salinas

Formative Review - February 16th  
3:30 - LPE Campus Library

–CIP Items: [LPE CIP Goals](#) [Performance Objectives](#) [Strategies 22-23](#)

-Formative Review from November: [Nov. Formative Review](#)

–Data to Review:

- [CIP Data Sheet](#)
- Overall Attendance Goal: 95%
  - As of 11/15: 92.79%
  - As of 2/13: 93.40%

Attendance	Goal: 95%
August	90.40
September	92.02
October	91.52
November	92.01
December	94.13
January	93.71
February	93.00
March	
April	
May	

Panorama Student SEL Skills and Competencies - Percent Favorable ***NO NEW DATA***				
***No new data for Spring yet. Survey is being taken.				
	Fall 2021	Spring2022	Fall 2022	Spring 2023

<b>Self Management</b> How well students manage their emotions, thoughts, and behaviors in different situations.	69%	62%	63%	
<b>Growth Mindset</b> Students perceptions of whether they have the potential to change those factors that are central to their performance in school.	60%	62%	62%	
<b>School Safety</b> Perceptions of students physical and psychological safety at school.	58%	61%	57%	

## Formative Review Work for committee:

<b>Group 1</b>	
<b>Members: Dixon, Easterly, Psencik, Cox, Cummins, Mares, Morriss</b>	
<p><b>Goal 3:</b> Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections. Performance</p> <p><b>Objective 1:</b> Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.</p> <p><b>Aligned Performance Objective:</b> Student attendance will increase from 91% to 95%. Evaluation Data Sources: Skyward reports, PEIMS attendance reports</p> <p>Pg. 18-19</p>	
<b>Strategy 1: Create a written campus attendance action plan. Attendance Clerk and Admin will work closely to make sure attendance is addressed daily</b>	
What was progress % in Nov.	60%
What evidence do we have of	Our attendance clerk and AP over attendance are on top of attendance daily. Protocols are in place where calls are made by

continued work towards progress?	attendance clerk and by admin weekly. We had an incentive where we chose a boy and a girl with perfect attendance to win a bike. We use a "Perfect attendance" wheel where classes who have good attendance gets to spin and win a prize. Admin and office staff shows parents the child's schedule what part of class they are missing when leaving early. Incentivizing parents and students with HEB cards.
What is the proposed progress % for February?	75%
Other Notes	
<b>Strategy 2: Implement a written process for truancy prevention to monitor students with chronic absences or who are at high risk for not meeting attendance requirements.</b>	
What was progress % in Nov.	60%
What evidence do we have of continued work towards progress?	We follow all protocols for truancy in BISD. We call parents when students are out for 2 days with no contact.
What is proposed progress % for February?	70%
Other Notes	
<b>Strategy 3: Provide training to Campus staff on the district's procedures to address attendance requirements.</b>	
What was progress % in Nov.	50%
What evidence do we have of continued work towards progress?	Attendance is a standing item on our twice a month meeting. Admin shows an attendance referral that will be filled out in skyward.
What is proposed progress % for February?	60%
Other Notes	
<b>Strategy 4: Send commendation letters to students and parents, guardians, or caregivers for improved school attendance and perfect attendance.</b>	
What was progress % in Nov.	65%
What evidence do we have of continued work towards progress?	Calls daily by attendance clerk and weekly with admin. Outstanding attendance awards. Students putting their own names into an attendance raffle. Students receive a monthly certificate.
What is proposed progress % for February?	80%

Other Notes	
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Group 2	
Members: Allen, Leal, Alvarado, Oliver, Haywood, Caldwell	
<p><b>Goal 4:</b> Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.</p> <p><b>Performance Objective 1:</b> Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.</p> <p><b>Aligned Performance Objective:</b> Survey data will show increased positive perceptions of parent and community engagement opportunities. Evaluation Data Sources: Stakeholder surveys, staff/family newsletters, agendas, meeting notes, sign-in sheets.</p> <p>Pg. 25-27</p>	
Strategy 1: Administer customized surveys for parents and families to determine specific engagement needs.	
What was progress % in Nov.	55%
What evidence do we have of continued work towards progress?	Continue evidence from November
What is proposed progress % for February?	60%
Other Notes	
Strategy 2: Implement strategic processes to support the unique needs of families of students experiencing homelessness, foster care students, and migrant students.	
What was progress % in Nov.	50%

What evidence do we have of continued work towards progress?	Continue evidence from November. Campus evidence - intake meetings.
What is proposed progress % for February?	65%
Other Notes	
<b>Strategy 3: Collaborate with campus PTA to provide support and increase parent engagement efforts.</b>	
What was progress % in Nov.	60%
What evidence do we have of continued work towards progress?	Continue evidence from November.
What is proposed progress % for February?	70%
Other Notes	
<b>Strategy 4: Provide capacity-building events for parents and families on critical aspects of student learning.</b>	
What was progress % in Nov.	70%
What evidence do we have of continued work towards progress?	Continue evidence from November. Go Texan Day, Dine and Dance, ACE Event - put on by ACE and LPE, Girl Scout Pinning events are all happening at LPE.
What is proposed progress % for February?	80%
Other Notes	
<b>Strategy 5: Integrate multiple communication strategies with families into teacher roles and responsibilities.</b>	
What was progress % in Nov.	55%
What evidence do we have of continued work towards progress?	Continue evidence from November. Social media blast of campus newsletter.
What is proposed progress % for February?	65%
Other Notes	

<b>Strategy 6: Schedule monthly Principal Chat meetings, at various dates and times...Coffee with Principals.</b>	
What was progress % in Nov.	100%
What evidence do we have of continued work towards progress?	Continue evidence from November
What is proposed progress % for February?	100%
Other Notes	

## Our work in November (below section)

### Digging Deeper into LPE Campus Improvement Plan:

#### Group 1:

**Goal 4:** Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 1:** Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

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**Pg. 24-26**

What experience do you have with this?	School Status, Principal Messages, Campus News Letters, Teacher News Letters, School Events, Thanksgiving Lunch, Donuts with Grandparents, Veterans Program, Coffee with Principal, We Believe, Career Fair, Mentors, Girl Scouts, PTA, CIS, McKinney Vento, Parents come for lunches, Go Texan Read Aloud,
How do you think we are doing?	Making Progress- Parents are more involved than during Covid.
What suggestions do you have moving forward?	Science Fair Paired with a performance- Science Fair/ STAAR Night/ Dine and Dance Community Read Alouds
Other Notes	

**Goal 3:** Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.  
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**Pg. 17-18**

What experience do you have with this?	Attendance Wheel, Phone Calls, Truancy, Solution Based Calls, \$700 CIS Grant, Report Card Notes, Messaging Parents, Breakfast with Principals
How do you think we are doing?	Making Progress-
What suggestions do you have moving forward?	Engaging Parents, Communicating to children the importance, Will Walmart or HEB work with the \$700?
Other Notes	



## Group 2

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How do you think we are doing?	I think we have offered many diverse opportunities for parents/families to be involved
What suggestions do you have moving forward?	Send the volunteer form home with students at the beginning of the year so it is already filled out Possibly recruit for "room mom" Invite parents/family member in as a "Mystery Reader"
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What suggestions do you have moving forward?	Have an opportunity for the kids to see the spinner Creating a classroom culture that is inviting and caring- make kids excited to be here "Ticket system" for kids who are here every day- allow them to go to treasure chest, or raffle of some sort Morning announcement of who gets to go to the spinning wheel Have kids with perfect attendance get to say the pledge/morning announcements
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	Parent/Teacher Conference Water Day Track and Field Day Read Across America Week Texas Day Picnic
How do you think we are doing?	(1) As a parent I feel that we are doing well. (2) One parent was not aware of the lunch time opportunities or volunteer in the cafeteria.
What suggestions do you have moving forward?	(1) Encourage more parents to get involved, (encourage other parents to spread the word in their immediate community (2) Communicating specific volunteer opportunities (instead of just saying we need someone for Texas day, say we need a volunteer to man the _____, or sharing your story as a part moving to/living in Texas. (3)
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How do you think we are doing?	Well in some areas, PK, K and 1st are low, 2nd, 3rd and 4th doing well.
What suggestions do you have moving forward?	Ask parents for donations for rewards Have attendance conversations during parent/teacher conferences providing parents with state (and other) consequences attached to truancy for all grade levels Ask for donations from local retailers (Whataburger, Mcdonalds etc. for coupons for rewards) A larger reward opportunities for students who attend to be drawn at specific times during the year Use a student survey to determine desired rewards

Other Notes

**Feb. 16th  
Sign In**

Name	Role (teacher, district, community)
Linda Oliver	teacher
Angie Alvarado	teacher
Sherlisha Haywood	teacher
Ana Cox	teacher
Kasidy Grayson	teacher
Martha Leal	Counselor
Linda Psencik	teacher
Barbara Caldwell	volunteer
Joely Easterly	teacher

**Coffee with Principal & Spring Title I Meeting**  
**March 23, 2022**

<i><b>Time</b></i>	<i><b>Item on Agenda</b></i>
8:45	Eat and mingle
9:00	Spring Title Meeting Presentation
9:15	Look over compact/family engagement documents
9:30	Feedback session

Link to Title Meeting slides: [Spring Title Meeting Presentation](#)

Lost Pines Elementary

# Spring Title I Parent Meeting Junta Informativa sobre el Título I

February 23rd  
March 23rd  
April 20th



## Agenda:

### **Title I Parent Involvement Activities and Feedback:**

#### **Título I Actividades de Participación de Padres y sugerencias:**

- **Purpose & Intent of Title I & Use of Funds/Proposito & intento del Título I & Uso de fondos**
- **Review Parent Involvement Policy and School Compact.** Revisión de la póliza de involucramiento de padres y acuerdo entre la escuela
- **Annual evaluation.** Evaluación anual
- **Questions/Comments.** Preguntas/comentarios



## Title I, Part A—Improving Basic Programs Título I, Parte A—Mejoramiento de Programas Básicos

### Intent and Purpose

Provides supplemental funds to schools with high numbers of students from low-income families to support a high-quality education that will enable all students to meet state performance standards

### Intención y Propósito

Proporciona fondos suplementarios a las escuelas con un alto número de estudiantes de familias de bajos ingresos para apoyar una educación de calidad que permita a todos los estudiantes a cumplir con los estándares de rendimiento estatales

### Use of Funds/Usos de los fondos

- Pull-out program teachers (RTI/ESL) / Las clases y maestros de ayuda (RTI/ESL)
- Staff development / consultants / Desarrollo del personal y consultas
- After-school and in-school tutorials / Tutoría después de clases y durante de clases
- Supplies & materials / Suministros y materiales
- 1% for parent involvement / 1% para participación de padres
- Summer school / Escuela de verano



3

## Parent and Family Engagement Opportunities / Actividades Para Participación de Padres y Familias

These are examples— please add your own as you see fit and remove the highlighting

- PTA – Board Opportunities and General Membership
- Migrant/Title I Meetings
- Breakfast/Lunch Visits
- Texas Public School Week
- Parent/Teacher/Student Conferences
- Book Fairs
- End of Year Awards Assemblies
- Volunteer Opportunities
- UIL
- Family Literacy Nights
- Mentor Opportunities



4



## We value your feedback / Valoramos su opinion

- **Parent Involvement Policy** / Póliza de Involucramiento de Padres
- **School, Student and Parent Compact** / Acuerdo entre la Escuela, Estudiante y Padre



5

## We value your feedback / Valoramos su opinion

### Annual Evaluation / Evaluación anual

- **SEL Campus Survey & Campus Climate Survey** / Encuesta sobre SEL y clima del campus
- **District Survey** / Del distrito escolar



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## Campus Contacts/Contactos de Escuela

Please feel free to contact us for more information or for comments and feedback /  
Favor de comunicarse con nosotros si necesita más información, para comentarios o  
sugerencias.

### ***Principal, Lost Pines Elementary School***

Lezlie Ringstaff

lringstaff@bisdtx.org

512-772-7700



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## District Contacts/Contactos del Distrito Escolar

Please feel free to contact us for more information or for comments and feedback /  
Favor de comunicarse con nosotros si necesita más información, para comentarios o  
sugerencias.

### ***Federal Programs Director***

Kendra Monk 512-772-7100

### ***Family & Social Services Coordinator***

Norma Mercado 512-772-7133



8



Thank you so much for your  
support this school year!

Muchas gracias por su apoyo este  
año escolar!

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Meeting Minutes:

School/Home Compact Feedback:

- No changes/all good feedback

Family Engagement Policy Feedback:

- Open up lunch to everyday - starting next week (3/27/23)

Evidence of Communication to parents about meeting:

School Status message sent each day the week of meeting:

SchoolStatus

Find a student...

What's New? Learning Lab Help Settings lringstaff@bisdtx.org Logou

Core Data

My Schools

My Students

Attendance

Discipline

Assessment

Communication

Engagement

History

Preferred Contacts

Notify Message Center

Utilities

Searchlight

Groups

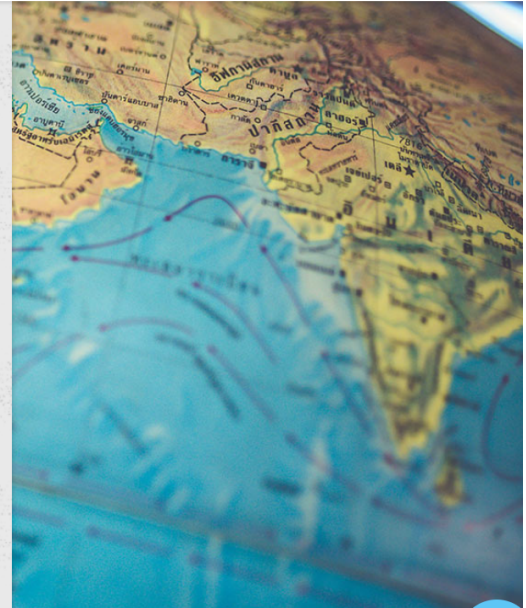
Sender	Type	Message	Deliver On	Recipients	Actions
Lezlie Ringstaff		Reminder: Thursday is Coffee with Principals at 8:45 in the cafe!! Come give feedback about our c...	Mar 21, 2023 4:00 PM	<a href="#">Lost Pines Elementary School</a>	<div>Edit</div> <div>Delete</div>
Lezlie Ringstaff		Reminder: Tomorrow is college shirt day! ~LPE	Mar 21, 2023 5:00 PM	<a href="#">Lost Pines Elementary School</a>	<div>Edit</div> <div>Delete</div>
Lezlie Ringstaff		Reminder: Thursday is Coffee with Principals at 8:45 in the cafe!! Come give feedback about our c...	Mar 22, 2023 4:00 PM	<a href="#">Lost Pines Elementary School</a>	<div>Edit</div> <div>Delete</div>
Lezlie Ringstaff		Reminder: TODAY is Coffee with Principals at 8:45 in the cafe!! Come give feedback about our camp...	Mar 23, 2023 7:00 AM	<a href="#">Lost Pines Elementary School</a>	<div>Edit</div> <div>Delete</div>

Family Newsletter communication that went out at the beginning of the month:

## IMPORTANT DATES/INFO - MARCH

Important Dates for March:

- Feb. 27: PK and Kinder will have options to dress up all week for Dr. Seuss. Teachers sent out info.
- March 1: 3rd grade Math Mock
- March 3: Whole campus celebrating Dr. Seuss' birthday - dress in your favorite Dr. Seuss attire
- March 6: Choir students have Jubilee practice at the PAC
- March 9: Choir Jubilee at the PAC (evening event)
- March 9: Numbers and Nachos Event (hosted by ACE): all students invited! 5:30-7pm  
\* come do fun math activities and enjoy some nachos
- March 13-17: SPRING BREAK
- March 22: College Shirt Day
- March 23: Coffee with Principals - Spring Title I Meeting - your chance to give feedback
- March 29: Spring Pics



**Lost Pines Elementary  
School-Parent-Student Compact 2022-2023**

**School Responsibilities**

As a professional learning community, Lost Pines Elementary will:

Effectively communicate our Mission and Vision to students, parents and other members of the community.

Consistently provide high-quality, diverse, balanced, and vertically aligned curriculum and instruction to support student learning.

Effectively communicate with parents regarding instruction and assessment at the campus, district, and state levels.

Develop and host students with a safe, structured, respectful, and nurturing environment that is conducive to learning.

Provide parents with reasonable access to staff. Hold parent conferences to discuss progress, achievement, and collaborating with families to support students.

Provide parent involvement opportunities as described in the district and campus Parental Involvement Policy and provide families and other stakeholders with opportunities to access community resources.

**Parent/Guardian Responsibilities**

We, as parents/guardians, will support our children's learning in the following ways:

Ensure your child is at school every day. Be on time and do not check your child out early unless it's absolutely necessary. Please make this a priority!

Communicate with your child's teacher! Mandatory parent conferences will take place in October. You are encouraged to communicate with your child's teacher on a regular basis. Ask questions, be curious, and wonder! You are your child's first teacher and most important advocate! Every day, ask your child, "What did you learn today?"

Check your child's Take home binder DAILY! Sign the daily reading and behavior log.

Read and respond to all school communication. School communication is sent home each Thursday in your child's take home binder.

Provide homework support to include a solid 10-20 minutes (depending on age) of reading nightly.

Read and listen to weekly School Messenger updates-please be sure that we have on file your correct phone number and email address.

**Student Responsibilities**

As a student, I will do my personal best to:

Follow LPE Explorers Expectations

**BE SAFE, BE RESPECTFUL, BE RESPONSIBLE, BE KIND**

Come to school each day ready to learn.

Come to school each day with my needed materials including my reading books and daily folder.

Give my parents/guardian any notes or information from my school at the end of each day.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

**Escuela Primaria Lost Pines**  
**Acuerdo escuela-padres-estudiantes 2022-2023**

**Responsabilidades de la escuela**

Como comunidad de aprendizaje profesional, Lost Pines Elementary:

Comunicar de manera efectiva nuestra Misión y Visión a los estudiantes, padres y otros miembros de la comunidad.

Proporcionar de manera constante un plan de estudios e instrucción de alta calidad, diversos, equilibrados y alineados verticalmente para apoyar el aprendizaje de los estudiantes.

Comunicarse eficazmente con los padres con respecto a la instrucción y la evaluación en el campus, el distrito y los niveles estatales.

Desarrolle y reciba a los estudiantes en un entorno seguro, estructurado, respetuoso y enriquecedor que favorezca el aprendizaje.

Proporcionar a los padres un acceso razonable al personal. Realizar conferencias de padres para discutir el progreso, los logros y la colaboración con las familias para apoyar a los estudiantes.

Brindar oportunidades de participación de los padres como se describe en la Política de Participación de los Padres del distrito y del campus y brindar a las familias y otras partes interesadas oportunidades para acceder a los recursos comunitarios.

**Responsabilidades de los padres / tutores**

Nosotros, como padres / tutores, apoyaremos el aprendizaje de nuestros hijos de las siguientes maneras:

Asegúrese de que su hijo esté en la escuela todos los días. Llegue a tiempo y no saque a su hijo temprano a menos que sea absolutamente necesario. ¡Haga esto una prioridad!

¡COMUNÍQUESE con el maestro de su hijo! Las conferencias de padres obligatorias se llevarán a cabo en octubre. Se le anima a comunicarse con el maestro de su hijo de forma regular. ¡Haz preguntas, sé curioso y pregúntate! ¡Usted es el primer maestro de su hijo y el defensor más importante! Todos los días, pregúntele a su hijo: "¿Qué aprendiste hoy?"

¡Revise la carpeta para llevar a casa de su hijo DIARIAMENTE! Firme el registro diario de lectura y comportamiento.

Lea y responda a todas las comunicaciones de la escuela. La comunicación escolar se envía a casa todos los jueves en la carpeta para llevar a casa de su hijo.

Proporcione apoyo con las tareas para incluir 10 minutos sólidos de lectura todas las noches.

Lea y escuche las actualizaciones semanales de School Messenger; asegúrese de que tengamos registrado su número de teléfono y dirección de correo electrónico correctos.

**Responsabilidades del estudiante**

Como estudiante, haré mi mejor esfuerzo personal para:

Siga las expectativas de los exploradores de LPE  
SEA SEGURO, SEA RESPETUOSO, SEA RESPONSABLE, SEA AMABLE

✓ Ven a la escuela todos los días listo para aprender.

✓ Venir a la escuela todos los días con mis materiales necesarios, incluidos mis libros de lectura y mi carpeta diaria.

Darle a mi padre / tutor cualquier nota o información de mi escuela al final de cada día.

Firma de estudiante \_\_\_\_\_

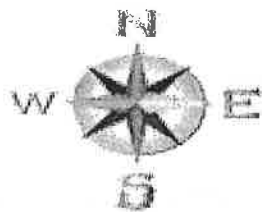
Fecha \_\_\_\_\_

Firma de padre/Tutor \_\_\_\_\_

Fecha \_\_\_\_\_

Firma de maestro(a) \_\_\_\_\_

Fecha \_\_\_\_\_



# Lost Pines Elementary School

2022-2023

## **MISSION STATEMENT:**

**...to ensure high levels of learning everyday for every student so they achieve success in school and beyond.**

**ALL LPE STUDENTS ARE TITLE I STUDENTS**

**ALL LPE TEACHERS ARE TITLE I TEACHERS**

### **What is Title I?**

Title I is a federal assistance program designed to meet the needs of ALL students at Lost Pines Elementary.

### **Why are we a school-wide Title I campus?**

We are a school-wide Title I campus because the funds that are provided by the Federal Government help meet the needs of ALL our students. This funding helps improve educational opportunities for the success of our children in the regular classroom, while fostering positive growth in social/emotional behaviors and attitudes.

### **What is the law?**

The purpose of Title I is to enhance opportunities for students to meet and maintain grade level skills (TEKS – Texas Essential Knowledge & Skills). The most recent law that affects Title I is No Child Left Behind (Public Law 107-110). The law requires:

- That school districts have a written policy regarding parental involvement;
- That parents be involved in the design, operation and evaluation of Title I;
- That parents be consulted about home/school activities and be trained to help their children; and
- That whenever possible, activities should be presented in the language spoken by the majority of Title I parents.

## ***PARENT AND FAMILY ENGAGEMENT POLICY 2022-2023***

Parents and staff at Lost Pines Elementary have developed and agreed on the following Parent and Family Engagement Policy. The policy will be posted on the school website, given to parents with the first report card and during parent conference.

In order to build a dynamic home-school partnership Lost Pines Elementary will provide the following:

- An annual meeting where parents will learn about the requirements of the school's Title I program, and be given an opportunity to become involved with their child's education. The annual meeting will be held



during the first semester. An announcement invitations will be sent to each child's parent informing them of the date and time.

- Parent meetings and conferences held at different times during the day to accommodate the needs of the parents. Communications with parents will be in format and language that they can understand. Title I funds may be used to pay for any reasonable and necessary expenses such as childcare and transportation or home visit expenses to enable parents to participate in school related meetings and training sessions.
- A description and explanation of the curriculum used, the forms of academic assessments used to measure student progress (benchmarks, TPRI, etc.) and proficiency levels students are expected to meet will be provided to parents through a letter or conference.
- A school-parent compact designed by parents and school staff that outlines how parents, the entire campus staff, and the students will share the responsibility for improvement in student academic achievement.
- Parents will have the opportunity to help review, plan for and make suggestions to improve the Title I program, as well as the Parent and Family Engagement Policy and the School-Parent Compact. A meeting will be provided in the fall and one meeting will be scheduled in the Spring.
- Appropriate parent participation opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to their child's education, if requested by the parent. Parents may request a meeting with the principal by phone, email or in writing. In addition, parents may attend the scheduled yearly and semester meetings.
- Information relating to school and parent programs, meetings, and other activities will be sent to parents in a timely manner. Information will be given to parents through newsletters from the school, PTA and from the classroom teacher. In addition, the school marquee will be used to inform parents of dates of programs, meetings and activities.
- Materials and specific training to help parents work with their children to improve achievement, available at academic night events.

Parents and community members are always welcome at our school. By making suggestions to improve our schools and by working together we can make all the students in our school successful learners.

### ***LOST PINES ELEMENTARY PROGRAMS/SERVICES***

- Counseling Services: Individual/Group/Classroom/Drug Prevention Classes
- Flexible Schedule
- Library Rotation
- Connections Counseling
- Social Emotional Learning (SEL) Instruction
- University Interscholastic League (UIL) Contest
- Gifted and Talented Services
- Pre-kindergarten – full day
- Networked Classrooms with Computers & Laptops, LCD projectors, wireless access
- LPAC Committee Meetings
- RTI (Response to Intervention) Program: academics and behavior needs

## Special Education Services

- Speech Therapy

Revised May 2022

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- Physical Therapy
- Occupational Therapy
- Special Education Resource and Inclusion
- Collaborative Teach Teaching
- ESL/Dual Language Enrichment Services
- Dyslexia

## Health Services

- Health Services (provided by LVN)
- Vision/Hearing Screenings
- Health Screenings
- Health Guidance Classes
- Vaccination Services

## Afterschool Services

- STARS
- ACE

## **LOST PINES ELEMENTARY PROGRAMS/SERVICES**

### Academic Integration Opportunities

- Computer/Integration Lab
- Small Group Tutorials – (Response to Intervention and Classroom Intervention Blocks)
- Specials Rotation (Art/Music/PE/Computer Lab)
- Grade Level Field Trips (dependent upon allowance with COVID)
- Librarian/Media Specialist

### **STUDENT INVOLVEMENT OPPORTUNITIES**

(all dependent upon allowances, due to COVID)

- Science Fair
- Art Club & Art Contests
- Choir
- 100<sup>th</sup> Day of School
- Brag Boards and Positive PBIS incentives
- Jumps and Hoops for Heart
- Red Ribbon Week
- Talent Show
- Fall Fest and Dine and Dance
- Music Programs by grade levels
- Santa Spectacular
- Various UIL Clubs/Teams
- 3<sup>rd</sup>-4<sup>th</sup> Grade STAAR Camps

## **PARENT INVOLVEMENT OPPORTUNITIES**

(all dependent upon allowances, due to COVID)

PTA – Board Opportunities and General Membership  
Title I Meetings  
Site-based Decision Making Committee  
Lunch Visitation  
Texas Public School Week  
Fall Festival  
Parent/Teacher/Student Conferences  
Book Fairs  
Awards Assemblies for Perfect Attendance & A/B Honor Roll  
PTA General Meetings  
Jump Rope/Hoops for Heart  
Volunteer Opportunities  
UIL  
Field Day  
Veterans Day Celebration  
Dine and Dance  
Family Literacy Nights  
Thanksgiving lunch with parents  
Grandparent's Lunch  
Mentor Opportunities

## **PARENT/SCHOOL COMMUNICATION**

School Status Messenger System  
Take Home Folders on Thursdays  
Bastrop Advertiser (Local Newspaper)  
School Newsletter  
School Marquee  
School Wide Discipline Plan/Student Code of Conduct  
Bastrop ISD Web Page  
Lost Pines Elementary Web Page (link from Bastrop ISD Home Page)  
Lost Pines FaceBook Page  
Lost Pines Elementary Student Handbook  
Translators Provided  
Meet the Teacher Night  
Open House/Back to School Night

## **EXTRA THINGS THAT MAKE LOST PINES SPECIAL**

1. Networked classrooms with computers & Integration Promethean Lab
2. Special Assemblies/Coffee with Principals
3. Team teaching/planning

4. web page
5. Daily rotation of PE, Music, Art and Computers
6. Research projects
7. Business Partner Volunteers are encouraged
8. Full Time Counselor
9. CIS Social Worker
10. Warm and friendly staff
11. Integration Lab
12. Safe campus for students, teachers, and parents

Revised May 2022

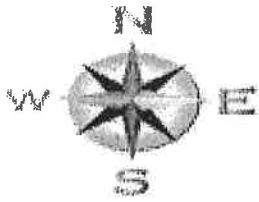
5

13. Individualized Instruction
14. Grade level performances
15. Water Day
16. Field Day
17. Our EXPLORERS!!!

Revised May 2022

nt 250 450





# Lost Pines Elementary School

2022-2023

## **DECLARACION DE MISION:**

**...para asegurar altos niveles de aprendizaje diario para cada estudiante y así ellos puedan ser exitosos en la escuela y más allá.**

**TODOS LOS ESTUDIANTES DE LPE SON ESTUDIANTES DE TÍTULO I**

**TODOS LOS MAESTROS DE LPE SON MAESTROS DE TÍTULO I**

### **¿Qué es el Título I?**

Title I is a federal assistance program designed to meet the needs of ALL students at Lost Pines Elementary .

### **¿Por qué somos una escuela de Título I?**

Somos una escuela de Título I porque los fondos que son proporcionados por el gobierno federal nos ayudan a cubrir las necesidades de TODOS nuestros estudiantes. Estos fondos nos ayudan a mejorar las oportunidades exitosas de nuestros estudiantes en las clases, todo mientras cubrimos el crecimiento positivo en los comportamientos y actitudes sociales y emocionales.

### **Que dice la ley?**

El propósito del Título I es mejorar las oportunidades para los estudiantes para mantener sus habilidades de acuerdo a su nivel (TEKS – Texas Essential Knowledge & Skills). La ley más reciente que afecta el Título I es Que Ningún Niño se Quede Atrás (NCLB) (Ley Pública 107-110). La ley requiere que:

- Los distritos escolares tengan una póliza escrita con respecto a el involucramiento de los padres;
- Los padres se involucren en el diseño, operación y evaluación del Título I;
- Los padres sean consultados sobre las actividades de la escuela y casa junto con el entrenamiento para ayudar a sus hijos; y
- Cuando sea posible, las actividades deben presentarse en la lengua hablada por la mayoría de los padres del Título I.

## ***PÓLIZA DE INVOLUCRAMIENTO PARA PADRES Y FAMILIA 2022-2023***

Los padres y el personal de Lost Pines Elementary han desarrollado y acordado en la siguiente Poliz de Involucramiento para Padres y Familia. La póliza será publicada en la página web de la escuela y se repartirá junto con los boletines de calificación y en las juntas con los padres.

Para poder desarrollar una colaboración dinámica entre el hogar y la escuela, Lost Pines Elementary proveerá lo siguiente:

- Una junta anual donde los padres aprenderán sobre los requerimientos del programa Título I de la escuela y se les dará la oportunidad de involucrarse en la educación de su estudiante. La junta anual será durante el

primer semestre. Las invitaciones a estas juntas se mandaran con los estudiantes informándoles de la fecha y hora.

- Las juntas serán a diferentes horas del día para acomodar sus horarios. Los fondos de Título I pueden ser usados para pagar costos necesarios tales como intérpretes, traductores, cuidado de niños, o visitas al hogar para facilitar la participación de los padres en cuanto a las juntas y sesiones de entrenamiento
- Una explicación y detalles sobre el currículum que se usa, las formas de los exámenes usados para medir el progreso (prácticas de exámenes, TPRI, etc.) y nivel de dominio que a los estudiantes se les requiere llegar serán dados a los padres a través de conferencias, juntas y boletines
- Un acuerdo entre la escuela y los padres, diseñado por los padres y personal de la escuela que explica cómo los padres, maestros, y estudiantes comparten la responsabilidad para mejorar el éxito académico estudiantil.
- La oportunidad para que los padres ayuden a repasar, planear, y hacer sugerencias para mejorar el programa de Título I, así como la póliza de involucramiento para padres y el acuerdo entre los padres y la escuela. Será programada una junta en el otoño y una en la primavera
- Oportunidades adecuadas de participación de los padres en reuniones regulares para formular sugerencias y participar, según proceda, en las decisiones relacionadas con la educación de su hijo, si así lo solicitan los padres. Los padres pueden pedir una junta con el director/a por teléfono, correo electrónico, o por escrito. Además, los padres pueden asistir las juntas anuales y las juntas por semestre.
- Información relacionada con la escuela y los programas para los padres, juntas, y otras actividades serán mandadas a la casa con tiempo suficiente. La información se mandará en el boletín escolar, PTA, y en las clases de los maestros. Además, las carpas escolares tendrán información de las fechas de los programas, juntas, y actividades.
- Materiales y entrenamientos para ayudar a los padres a trabajar con sus hijos y ayudarlos a mejorar académicamente estarán disponibles en los eventos de las noches académicas.

Los padres y miembros de la comunidad siempre son bienvenidos en nuestra escuela. Al proponer sugerencias para mejorar nuestra escuela y trabajar juntos podemos lograr que nuestros estudiantes aprendan exitosamente.

## ***PROGRAMAS Y SERVICIOS DE LOST PINES ELEMENTARY***

- Servicios de Consejería: Individual/Grupo/Clase/Clases de prevención de drogas • Horario flexible
- Rotación de biblioteca
- Consejería de conexiones
- Instrucción de aprendizaje socioemocional (SEL)
- Competencias de UIL (Liga Interescolar Universitaria)
- Programa de Talentosos y dotados (GT)
- Pre-kinder – día completo
- Computadoras conectadas al internet, proyectores LCD, y acceso inalámbrico

3

- Juntas del comite de LPAC
- Programa de RTI (Respuesta a Intervención) necesidades académicas y de comportamiento

### Servicios de educación especial

- Terapia de lenguaje
- Terapia física
- Terapia laboral
- Recursos de educación especial e inclusión
- Enseñanza colaborativa
- Servicios de enriquecimiento de lenguaje duo/ESL
- Dyslexia

### Servicios de salud

- Servicios de salud (proveídos por LVN)
- Pruebas de vision y audicion
- Exámenes de salud
- Clases de guianza de salud
- Servicios de vacunas

### Servicios después de escuela

- STARS
- ACE



## **PROGRAMAS Y SERVICIOS DE LOST PINES ELEMENTARY**

### **Oportunidades de incorporacion academicas**

- Laboratorio de computadoras
- Tutoriales en grupos pequeños – (Respuesta a la intervención en clase)
- Rotación de clases de enfoque especial (arte/música/educación física/computación) • Excursión del nivel de grado (dependiendo de la situación de COVID)
- Especialista bibliotecaria y en media

### **OPORTUNIDADES DE INVOLUCRAMIENTO ESTUDIANTIL**

(todo dependiendo de la situación de COVID)

- Feria de ciencias
- Club de arte y competencias de arte
- Coro
- 100 días de escuela
- Tableros para presumir e incentivos de PBIS
- Jumps and Hoops for Heart
- Semana del listón rojo
- Noche de talentos
- Festival de otoño y bailes
- Programa musical por niveles de grado
- Santa Spectacular
- Varios clubs/equipos de UIL
- Campamentos de STAAR del grado 3°-4°

4

### **OPORTUNIDADES DE INVOLUCRAMIENTO PARA PADRES**

(todo dependiendo de la situación de COVID)

PTA – Oportunidades en el comité y membresía general  
Juntas de Título I  
Comité de decisiones en las escuelas  
Visitación durante el almuerzo  
Semana de escuelas públicas de Texas  
Festival de otoño  
Conferencias para padres, maestros y estudiantes  
Feria de libros  
Asambleas de reconocimientos por asistencia perfecta y lista de honor A/B  
Juntas de PTA general  
Jump Rope/Hoops for Heart  
Oportunidades de voluntario  
UIL  
Dia de juegos  
Celebracion de dia de veteranos  
Dine and Dance  
Noche de literatura familiar

Almuerzo de acción de gracias con los padres  
Almuerzo con los abuelos  
Oportunidades de mentoría

### **COMUNICACIÓN ENTRE LOS PADRES Y LA ESCUELA**

Sistema mensajero de School Status  
Folders que son enviados a la casa los Jueves  
Bastrop Advertiser (Periodico local)  
Boletín escolar  
Carpa escolar  
Plan escolar de disciplina/ Código de conducta estudiantil  
Página web del distrito de Bastrop  
Página web de Lost Pines Elementary (enlace está en la página principal del distrito)  
Página de Facebook de Lost Pines  
Manual del estudiante de Lost Pines Elementary  
Se provee traducción/interpretación  
Noche de conocer a los maestros  
Open House/Noche de regreso a la escuela

### **COSAS ADICIONALES QUE HACEN QUE LOST PINES SEA ESPECIAL**

1. Clases con computadoras e internet inalámbrico
2. Asambleas especiales
3. Planeación de maestros en equipo
4. Pagina web
5. Rotación diaria de educación física, música, arte y computación
6. Proyecto de investigación
7. Colaboración voluntaria de negocios
8. Consejeros de tiempo completo

9. Trabajador social de CIS
10. Personal amable
11. Laboratorio de integración
12. Escuela segura para los estudiantes, maestros, y padres
13. Instrucción individualizada
14. Rendimiento del grado
15. Día del agua
16. Día de juegos
17. |||Nuestros EXPLORADORES!!!



Lost Pines Elementary

# Spring Title I Parent Meeting Junta Informativa sobre el Título I

February 23rd

March 23rd

April 20th



# Agenda:

## **Title I Parent Involvement Activities and Feedback:**

### **Título I Actividades de Participación de Padres y sugerencias:**

- **Purpose & Intent of Title I & Use of Funds/Propósito & intento del Título I & Uso de fondos**
- **Review Parent Involvement Policy and School Compact. Revisión de la póliza de involucramiento de padres y acuerdo entre la escuela**
- **Annual evaluation. Evaluación anual**
- **Questions/Comments. Preguntas/comentarios**



# Title I, Part A-Improving Basic Programs

## Título I, Parte A- Mejoramiento de Programas Básicos

### Intent and Purpose

Provides supplemental funds to schools with high numbers of students from low-income families to support a high-quality education that will enable all students to meet state performance standards

### Intención y Propósito

Proporciona fondos suplementarios a las escuelas con un alto número de estudiantes de familias de bajos ingresos para apoyar una educación de calidad que permita a todos los estudiantes a cumplir con los estándares de rendimiento estatales

### Use of Funds/Usó de los fondos

- Pull-out program teachers (RTI/ESL)/ Las clases y maestros de ayuda (RTI/ESL)
- Staff development /consultants / Desarrollo del personal y consultas
- After-school and in-school tutorials/Tutoría después de clases y durante de clases
- Supplies & materials/Suministros y materiales
- 1% for parent involvement / 1% para participación de padres
- Summer school/Escuela de verano



## **Parent and Family Engagement Opportunities / Actividades Para Participación de Padres y Familias**

These are examples-- please add your own as you see fit and remove the highlighting

- PTA – Board Opportunities and General Membership
- Migrant/Title I Meetings
- Breakfast/Lunch Visits
- Texas Public School Week
- Parent/Teacher/Student Conferences
- Book Fairs
- End of Year Awards Assemblies
- Volunteer Opportunities
- UIL
- Family Literacy Nights
- Mentor Opportunities



**We value your feedback /  
Valoramos su opinion**

- **Parent Involvement Policy / Póliza de Involucramiento de Padres**
- **School, Student and Parent Compact / Acuerdo entre la Escuela, Estudiante y Padre**





**We value your feedback / Valoramos su opinion**

**Annual Evaluation / Evaluación anual**

- **SEL Campus Survey & Campus Climate Survey / Encuesta sobre SEL y clima del campus**
- **District Survey / Del distrito escolar**



# Campus Contacts/Contactos de Escuela

Please feel free to contact us for more information or for comments and feedback /  
Favor de comunicarse con nosotros si necesita más información, para comentarios o  
sugerencias.

***Principal, Lost Pines Elementary School***

**Lezlie Ringstaff**

**[lringstaff@bisdtx.org](mailto:lringstaff@bisdtx.org)**

**512-772-7700**



# District Contacts/Contactos del Distrito Escolar

Please feel free to contact us for more information or for comments and feedback /

Favor de comunicarse con nosotros si necesita más información, para comentarios o sugerencias.

***Federal Programs Director***

Kendra Monk 512-772-7100

***Family & Social Services Coordinator***

Norma Mercado 512-772-7133





Thank you so much for your  
support this school year!

Muchas gracias por su apoyo este  
año escolar!





Lost Pines Elementary

# Spring Title I Parent Meeting Junta Informativa sobre el Título I

February 23rd

March 23rd

April 20th



## Agenda:

### **Title I Parent Involvement Activities and Feedback:**

#### **Título I Actividades de Participación de Padres y sugerencias:**

- **Purpose & Intent of Title I & Use of Funds/Proposito & intento del Título I & Uso de fondos**
- **Review Parent Involvement Policy and School Compact.** Revisión de la póliza de involucramiento de padres y acuerdo entre la escuela
- **Annual evaluation.** Evaluación anual
- **Questions/Comments.** Preguntas/comentarios



# Title I, Part A—Improving Basic Programs

## Título I, Parte A– Mejoramiento de Programas Básicos

### Intent and Purpose

Provides supplemental funds to schools with high numbers of students from low-income families to support a high-quality education that will enable all students to meet state performance standards

### Intención y Propósito

Proporciona fondos suplementarios a las escuelas con un alto número de estudiantes de familias de bajos ingresos para apoyar una educación de calidad que permita a todos los estudiantes a cumplir con los estándares de rendimiento estatales

### Use of Funds/Usos de los fondos

- Pull-out program teachers (RTI/ESL)/ Las clases y maestros de ayuda (RTI/ESL)
- Staff development /consultants / Desarrollo del personal y consultas
- After-school and in-school tutorials/Tutoría después de clases y durante de clases
- Supplies & materials/Suministros y materiales
- 1% for parent involvement / 1% para participación de padres
- Summer school/Escuela de verano

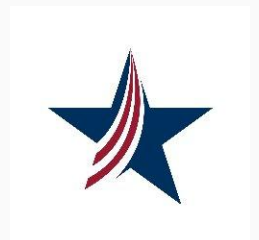


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## Parent and Family Engagement Opportunities / Actividades Para Participación de Padres y Familias

These are examples-- please add your own as you see fit and remove the highlighting

- PTA – Board Opportunities and General Membership
- Migrant/Title I Meetings
- Breakfast/Lunch Visits
- Texas Public School Week
- Parent/Teacher/Student Conferences
- Book Fairs
- End of Year Awards Assemblies
- Volunteer Opportunities
- UIL
- Family Literacy Nights
- Mentor Opportunities



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## We value your feedback / Valoramos su opinion

- **Parent Involvement Policy** / Póliza de Involucramiento de Padres
- **School, Student and Parent Compact** / Acuerdo entre la Escuela, Estudiante y Padre



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## We value your feedback / Valoramos su opinion

### Annual Evaluation / Evaluación anual

- **SEL Campus Survey & Campus Climate Survey** / Encuesta sobre SEL y clima del campus
- **District Survey** / Del distrito escolar



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## Campus Contacts/Contactos de Escuela

Please feel free to contact us for more information or for comments and feedback /  
Favor de comunicarse con nosotros si necesita más información, para comentarios o  
sugerencias.

### ***Principal, Lost Pines Elementary School***

Lezlie Ringstaff

lringstaff@bisdtx.org

512-772-7700



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## District Contacts/Contactos del Distrito Escolar

Please feel free to contact us for more information or for comments and feedback /  
Favor de comunicarse con nosotros si necesita más información, para comentarios o  
sugerencias.

### ***Federal Programs Director***

Kendra Monk 512-772-7100

### ***Family & Social Services Coordinator***

Norma Mercado 512-772-7133



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Thank you so much for your  
support this school year!

Muchas gracias por su apoyo este  
año escolar!



## Lost Pines Elementary Title I Spring Meeting 2023

## Sign-in Sheet

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## Lost Pines Elementary Title I Spring Meeting 2023

## Sign-in Sheet

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## Lost Pines Elementary Title I Spring Meeting 2023

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## Lost Pines Elementary Title I Spring Meeting 2023

## Sign-in Sheet

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Lost Pines Elementary CNA 2023-2024 (worked on with Guiding Coalition in May)

TPO for this work:

Word Catcher

We will interpret our campus data, looking for strengths and needs to complete our **CNA/CIP** using CNA summary statements, 2 strengths and 2 problem statements. **CNA:** Campus Needs Assessment **CIP:** Campus Improvement Plan

Click here to find the Traditional 8 Areas assessed for CNA (reference document)

Directions: You will be working on teams to complete these questions for each of the 8 areas. We will all be working on this one document to have everything together in one place.

This will be due: **May 11th (we will finalize it at the EOY Planning Meeting)**

Here is what we will be reporting:

-Brief Summary

→ *TIP: The summary should only contain the overall status of the area. It should give anyone reading the plan a clear picture of what the data analysis revealed, including the strengths and needs.*

--2-3 Strengths

→ *TIP: Strengths do not have to be prioritized. List strengths either in narrative or bulleted format.*

--2-3 Problem Statements with Root Cause

→ *TIP: Focus on the problem statements that address the most critical issues first when strategies for your plan are developed.*

Linked here is the CNA Process simplified for you to reference. It gives you the 8 areas and a short description of what you are looking for in each. It also gives you questions to consider when filling out your section.

Areas to Report on and what team you are on:

- 1. **Demographics** - How well are the students doing? Describe students' academic skills, strengths, performance levels.
  - a. Possible Data Sources - Enrollment, Ethnicity, Special Programs, GT, CTE, mobility, staff, parents, community
  - b. **Team Member: Morris & Oliver**

2022-2023

Summary	Students: Lost Pines Elementary School located in the west part of Bastrop county in the Lost Pines Forest. There are roughly 650 students at this location. 92% of these students are classified as Economically Disadvantaged and 56% are considered Limited English Proficient. Our largest demographic is Hispanic at 83%. 13% of our campus is White and 1% is Black/ African American.
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	<ul style="list-style-type: none"> <li>- Staff: We have thirty-two hispanic staff members and three African American staff members. Thirty of the thirty-two hispanic staff members are bilingual and only eleven of those thirty-two are certified teachers. At LPE we have seven monolingual teachers who are teaching bilingual students due to the fact that we cannot find certified bilingual teachers.</li> <li>- Parents: 12% parent engagement, down 8% compared to 2019. LPE is offering an ESL class for parents and providing daycare twice a week for 2 hours. Open to all families. Muffins with Principal, Cookies with Santa, ESSER Communication, Pastry for Parents, Earth Day Celebration, Field Day, Water Day, Texan's Day, Graduation, Award Ceremonies, Back to School Night, Meet the Teacher, ESL/Bilingual Book Meeting, Fall Festival</li> <li>- Community: Car Seats from Fire Department, Local Dentist Paid for Staff Bowling, Teacher Appreciation BBQ from Synergy, Shriners donate toothbrushes,</li> <li>- Special Programs: <ul style="list-style-type: none"> <li>- ELL- 56 %</li> <li>- SPED- 13%</li> <li>- At-Risk- 86%</li> <li>- GT- 2%</li> <li>- Dyslexia- 7%</li> <li>- 504- 8%</li> </ul> </li> </ul>
Strength	LPE has a high number of bilingual staff members to help support our ESL student and family population.
Strength	The community works closely with our school which builds a climate and culture that promotes a positive learning environment.
Problem Statement	At LPE we have ten monolingual teachers who are teaching bilingual students due to the fact that we cannot find certified bilingual teachers.
Root Cause	Our campus is located the farthest from Austin. Teachers do not want to travel to get to work. There is a lack of affordable living in Bastrop. There are no houses/ apartments to rent. Teachers are also leaving the profession due to stress, employment opportunities, incentive opportunities, increased pay potential.
Problem Statement	Only 12% of our parents (That filled out the Panorama Survey) feel as though they are involved in the school.
Root Cause	Many of our parents did not fill out the survey. Parents don't like to fill out surveys. This is not a true sample of how our families feel.

## 2023-2024

Summary	
Strength	
Strength	
Problem Statement	



Root Cause	
Problem Statement	
Root Cause	

## 2. Student Achievement - How well are the students doing? Describe students' academic skills, strengths, performance levels.

- a. Possible Data Sources - Common assessments, screeners, Early Childhood data, Mock STAAR, CCMR, Intervention data, TSI, STAAR 20-22, TELPAS 20-22 - 2022 state data will need to be updated when it is available

b. Team Members: Redmon & Smith

2022-2023

Summary	May 2022 STAAR Mathematics, Grade 3												May 2022 STAAR Reading, Grade 3											
	May 2022 STAAR Mathematics, Grade 3												May 2022 STAAR Reading, Grade 3											
	Current Campus	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets	Masters	Current Campus	Total Students	Percent Score	Approaches	Meets	Masters							
LPE	LPE	108	50.15%	56.48%	23.15%	3.70%	109	58.42%	60.55%	39.45%	22.94%	LPE	108	50.15%	56.48%	23.15%	3.70%	109	58.42%	60.55%	39.45%	22.94%		
Economic Disadvantage	LPE	97	48.09%	52.58%	18.56%	3.09%	98	56.74%	57.14%	36.73%	21.43%	Economic Disadvantage	LPE	97	48.09%	52.58%	18.56%	3.09%	98	56.74%	57.14%	36.73%	21.43%	
Black/African American	LPE	1	72%	100%	100%	0%	1	91%	100%	100%	100%	Black/African American	LPE	1	72%	100%	100%	0%	1	91%	100%	100%	100%	
Hispanic	LPE	92	48.95%	53.26%	20.65%	3.26%	93	56.52%	58.06%	36.56%	20.43%	Hispanic	LPE	92	48.95%	53.26%	20.65%	3.26%	93	56.52%	58.06%	36.56%	20.43%	
White	LPE	15	56.07%	73.33%	33.33%	6.67%	15	68.07%	73.33%	53.33%	33.33%	White	LPE	15	56.07%	73.33%	33.33%	6.67%	15	68.07%	73.33%	53.33%	33.33%	
Currently Emergent Bilingual	LPE	57	46.32%	45.61%	21.05%	3.51%	58	52.33%	50%	31.03%	18.97%	Currently Emergent Bilingual	LPE	57	46.32%	45.61%	21.05%	3.51%	58	52.33%	50%	31.03%	18.97%	
First Year of Monitoring	LPE	1	16%	0%	0%	0%	1	59%	100%	0%	0%	First Year of Monitoring	LPE	1	16%	0%	0%	0%	1	59%	100%	0%	0%	
Special Ed Indicator	LPE	12	24%	0%	0%	0%	12	30.67%	16.67%	0%	0%	Special Ed Indicator	LPE	12	24%	0%	0%	0%	12	30.67%	16.67%	0%	0%	
	May 2022 STAAR Mathematics, Grade 4												May 2022 STAAR Reading, Grade 4											
	May 2022 STAAR Mathematics, Grade 4												May 2022 STAAR Reading, Grade 4											
	Current Campus	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets	Masters	Current Campus	Total Students	Percent Score	Approaches	Meets	Masters							
	LPE	97	49.19%	48.45%	19.59%	10.31%	97	61.05%	62.89%	34.02%	12.37%	LPE	97	49.19%	48.45%	19.59%	10.31%	97	61.05%	62.89%	34.02%	12.37%		
	Economic Disadvantage	88	47.67%	46.59%	18.18%	7.95%	88	60.99%	61.36%	34.09%	11.36%	Economic Disadvantage	88	47.67%	46.59%	18.18%	7.95%	88	60.99%	61.36%	34.09%	11.36%		
	Hispanic	78	47.78%	47.44%	20.51%	8.97%	78	59.87%	60.26%	30.77%	11.54%	Hispanic	78	47.78%	47.44%	20.51%	8.97%	78	59.87%	60.26%	30.77%	11.54%		
	Two or More Races	5	34%	0%	0%	0%	5	50.60%	40%	20%	0%	Two or More Races	5	34%	0%	0%	0%	5	50.60%	40%	20%	0%		
	White	14	62.43%	71.43%	21.43%	21.43%	14	71.36%	85.71%	57.14%	21.43%	White	14	62.43%	71.43%	21.43%	21.43%	14	71.36%	85.71%	57.14%	21.43%		
	Currently Emergent Bilingual	55	43.71%	38.18%	18.18%	3.64%	55	57.47%	56.36%	25.45%	7.27%	Currently Emergent Bilingual	55	43.71%	38.18%	18.18%	3.64%	55	57.47%	56.36%	25.45%	7.27%		
	Special Ed Indicator	13	29.15%	7.69%	0%	0%	13	35.08%	0%	0%	0%	Special Ed Indicator	13	29.15%	7.69%	0%	0%	13	35.08%	0%	0%	0%		



May 2021 STAAR Mathematics, Grade 3						May 2022 STAAR Mathematics, Grade 4					
	Current Campus	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets	Masters
LPE	LPE	94	49%	51.06%	19.15%	10.64%	97	49.19%	48.45%	19.59%	10.31%
Economic Disadvantage	LPE	85	46.98%	48.24%	16.47%	8.24%	88	47.67%	46.59%	18.18%	7.95%
Hispanic	LPE	76	47.42%	46.05%	19.74%	9.21%	78	47.78%	47.44%	20.51%	8.97%
Two or More Races	LPE	5	38.80%	40%	0%	0%	5	34%	0%	0%	0%
White	LPE	13	62.15%	84.62%	23.08%	23.08%	14	62.43%	71.43%	21.43%	21.43%
Currently Emergent Bilingual	LPE	54	44.74%	40.74%	18.52%	5.56%	55	43.71%	38.18%	18.18%	3.64%
Special Ed Indicator	LPE	13	30.08%	15.38%	0%	0%	13	29.15%	7.69%	0%	0%

May 2021 STAAR Reading, Grade 3										May 2022 STAAR Reading, Grade 4						
	Current Campus	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets	Masters					
LPE	LPE	94	52.84%	51.06%	15.96%	8.51%	97	61.05%	62.89%	34.02%	12.37%					
Economic Disadvantage	LPE	85	52.24%	50.59%	15.29%	7.06%	88	60.99%	61.36%	34.09%	11.36%					
Hispanic	LPE	76	51%	47.37%	13.16%	6.58%	78	59.87%	60.26%	30.77%	11.54%					
Two or More Races	LPE	5	41.60%	20%	20%	0%	5	50.60%	40%	20%	0%					
White	LPE	13	67.92%	84.62%	30.77%	23.08%	14	71.36%	85.71%	57.14%	21.43%					
Currently Emergent Bilingual	LPE	54	49.83%	42.59%	11.11%	1.85%	55	57.47%	56.36%	25.45%	7.27%					
Special Ed Indicator	LPE	13	33.92%	15.38%	0%	0%	13	35.08%	0%	0%	0%					

Grade Level	Target Reading Level	% of those on or above level	% of those below grade level
K	D	32.66%	67.34%
1st	J	17.4%	82.6%
2nd	M	38.39%	61.61%
3rd	P	40%	60%

Strength	Growth from 2021 to 2022 STAAR tests: In Reading...our Meets percentage doubled from 2021 to 2022 test.		
Strength	Growth from 2021 to 2022 STAAR tests: In Reading...our Masters percentage increased almost 4 percent.		
Strength	We had 22.94% of students score masters in 3rd grade reading on STAAR.		
Problem Statement	Over half of our students in K-3rd grade are performing below grade level on the reading assessment at EOY.		
Root Cause	Students are still recovering from the COVID years where they were not in school and/or utilizing virtual learning.		
Problem Statement	From 2021 Math STAAR (3rd grade) to 2022 Math (4th grader) our Approaches category dropped 2%.		
Root Cause	Students lacking in foundational skills in 3rd grade that transferred over into their 4th grade year...where gaps remained and grew.		

4th Math Interim							4th Reading Interim						
	App	Meets	Masters	Probability Approaches Grade Level	Probability Meets Grade Level	Probability Masters Grade Level		App	Meets	Masters	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters
LPE	73%	44%	17%	77%	44%	20%	LPE	71%	42%	17%	69%	43%	20%
Economic Disadvantage	70%	42%	15%	75%	43%	19%	Economic Disadvantage	71%	41%	14%	69%	41%	18%
Black/African American	0%	0%	0%	32%	1%	1%	Black/African American	100%	0%	0%	80%	7%	1%
Hispanic	71%	40%	16%	75%	41%	18%	Hispanic	68%	38%	14%	65%	39%	18%
Two or More Races	100%	100%	0%	99%	69%	10%	Two or More Races	100%	100%	50%	99%	84%	36%
White	92%	69%	31%	91%	66%	31%	White	86%	71%	36%	87%	67%	34%
Currently Emergent Bill	60%	32%	14%	68%	34%	15%	Currently Emergent Bill	57%	28%	11%	56%	29%	14%
Second Year of Monitor	100%	0%	0%	95%	18%	1%	Second Year of Monitor	100%	0%	0%	52%	1%	1%
Special Ed Indicator	14%	0%	0%	28%	1%	1%	Special Ed Indicator	13%	7%	0%	19%	7%	3%

## Waiting on EOY Reading Levels

Strength	
Strength	
Problem Statement	
Root Cause	
Problem Statement	
Root Cause	

### 3. School Culture and Climate - Aligned vision, mission, goals, & values focused on a safe environment & high expectations.

a. Possible Data Sources - 21-22 Discipline Data, 21-22 Attendance Data, Panorama Campus Survey, Emergent Tree Program Evaluation

b. Team Members: Haywood & Mililkin

2022-2023

Summary	LPE, through ongoing collaboration with Guiding Coalition, staff and community members, has developed a new Mission, Vision and Goals that are aligned to the trajectory that LPE strives to embody. Through embracing the practices and beliefs aligned through this process, in conjunction with MTSS, LPE will continue to grow our staff's collaborative and instructional practices, prompting gains in student performance, attendance, and overall quality and character of LPE.
Strength	LPE staff has received training in the Model Classroom Project (MCP) which helped to align classroom instruction and practices.
Strength	Emergent Tree campus report showed growth in SWE alignment, MTSS practices and team processes resulting in a decrease in disciplinary actions and providing for a more supportive academic environment. <b>41.82%</b> decrease in actionable offenses; <b>53.85%</b> decrease in ISS and a <b>52.31%</b> decrease in all other out of placement disciplinary actions.
Problem Statement	Current lack of feedback with students and parents on the DBRC process, the fidelity of usage and individual student outcomes.
Root Cause	Not enough staff assigned to service the number of students identified as needing Tier 2 behavior interventions. Current practices notify parents of support being provided, but lack follow up and explanation.
Problem Statement	Lack of fidelity of usage and alignment in the DBRC process. Ex: Some teachers ask students how well they did during each interval rather than providing direct feedback. The feedback loop is often the last intervention to reach levels of fidelity because it is provided by classroom teachers who may not have a deep understanding of behavior change.
Root Cause	Lack of ongoing training for classroom teachers and mentors in Tier 2 systems of support for behavioral needs.

2023-2024

Summary	LPE staff uses the Emergent Tree model for school wide and classroom expectations aligning behavioral expectations across campus. These expectations provide students with a structure and environment that empowers them to do their best and achieve higher levels of learning. LPE will continue to utilize the "6 Indicators of a Well-Managed Classroom" to promote school-wide and classroom expectations. LPE will continue to build relationships with our students through morning greetings, morning meetings, and providing a 3:1 ratio of positive to negative feedback.
Strength	With the addition of a MTSS coach classroom teachers and mentors received training and support for Tier 2 behavioral needs, resulting in a better understanding of the DBRC process in giving student feedback and in completing the DBRC. This allowed for better data in order to target specific student needs.
Strength	Students are provided with visuals throughout the campus reminding them of the School-Wide Expectations and providing teachers

	with opportunities to reinforce those expectations.
Problem Statement	Lack of fidelity in the Check-in/Check-out process.
Root Cause	Not enough staff to provide mentors to students identified as needing Tier 2 behavior interventions.
Problem Statement	Lack of fidelity implementing the SecondStep SEL curriculum.
Root Cause	Lack of time.

#### 4. Staff Quality, Recruitment and Retention - Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

- a. Possible Data Sources - Staff Snapshot, Staff Retention %, New Teacher Mentor plan, Teacher Professional plan, T-TESS, survey data, transfer requests
- b. Team Members: Allen & Psencik

#### 2022-2023

Summary	LPE is able to recruit, higher, induct, and retain a full staff of qualified teachers, most years. Unlike many other campuses in the district, we were able to hire all classroom vacancies. We have only 13 new teachers to our campus, compared to 17 new teachers last year. 4 of the 13 were hired for new positions. 50 certified teaching positions. 13/50 are new to LPE. 2/50 are brand new to the profession. /50 have taught for 5 or more years. Our biggest issue is retaining people for multiple years due to how far outside of "town." People express that they need something closer to home. 10 ESL expectation teachers this year but 4 new positions opened.
Strength	Perfect attendance stipend, PLC stipend, increase in bilingual stipend
Strength	Teacher mentor program on the district and campus level, new teacher meetings
Problem Statement	<input type="checkbox"/> Lack of teachers due to distance and lack of incentives.
Root Cause	We don't have any retention stipend—being so far outside of town.
Problem Statement	Bilingual exception teachers hired for bilingual classrooms
Root Cause	Shortage of bilingual teachers
Problem Statement	Teachers also leave due to student behavior and class sizes
Root Cause	District took our teachers causing our classes to increase in size which affected student behavior in those classes. Lack

#### 2023-2024

Summary	LPE works hard to recruit, hire, and retain a full staff of qualified teachers. 9/13 new teachers hired last year will be returning next year. Three new teachers were hired after the school year started and all three will be returning next year. Our biggest obstacle is
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	retaining people long term because of the long distance the staff travel to work.5 Exception teachers this year in grades Pre-K through 4.
Strength	Perfect attendance stipend, PLC lead stipend, strong bilingual stipend
Strength	New teacher mentor program,addition of a primary instructional coach to support teachers, PLC meetings
Problem Statement	Lack of teachers due to distance and new schools opening closer to where they live but still in BISD
Root Cause	We don't have a retention stipend for being so far out of town
Problem Statement	High needs students
Root Cause	Not enough support teachers in bilingual, lack of bilingual resources in upper grades, large SPED student clusters
Problem Statement	
Root Cause	

## 5. Curriculum, Instruction and Assessment - Focus on curriculum and assessments aligned to TEKS with a year-long scope and sequence.

a. Possible Data Sources - Campus Instructional Priorities, PLC Initiative, EL/ Special Programs, CTE, Digital Learning

b. Team Members: Battaglia & Easterly

2022-2023

Summary	LPE will focus on enhancing the PLC Process by committing to have rich conversations around Q2 and Q3 to share instructional strategies which will grow teachers repertoire and student's learning towards mastery of the Essential Standards. Create short cycled formative assessments to check for mastery during the unit to be able to adjust instruction based upon student needs and progress.
Strength	Start targeted online programs (Zearn, Amplify, Imagine Math Facts, Stemscopes,etc.) at the beginning of the year to meet the diverse needs of our students.
Strength	Essential Standards will be reviewed at Curriculum Council this summer among teacher representatives where they will do vertical alignment work. The main focus will be to revise and enhance the Required and Recommended District Resources using a new Unit PlanningTemplate which will make it easier for teachers to use during the PLC process.
Problem Statement	Teachers are still stuck in Q1 of the PLC process which focuses on planning instead of having rich conversations on Q2-How do we know what students have learned and adjust our lessons based upon student progress on short cycled formative assessments.
Problem Statement	In Grade Level PLCs, increase calibration around an artifact (short constructed response, exit ticket, student product, etc.) where teachers have honest discussions about student work and strategies towards mastery so all students master the

	Essential Standards.
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2023-2024	
Summary	
Strength	
Strength	
Problem Statement	
Problem Statement	

6. **Parent and Community Engagement** - Information describing the relationship with people outside the school's walls (parents, families, community-based organizations, businesses, etc.).

a. Possible Data Sources - Panorama, Campus Survey, School Status Data, Campus outreach/programs offered for engagement, communication logs

b. **Team Members: Leal & Alvarado**

2022-2023	
Summary	While we recognize that there are strengths in the area of parental involvement, we acknowledge that this is an area of growth for our campus. We need to make more strides to get parents involved in our campus by asking parents what the school can do to get parents more involved, better informing teachers of the services that are available to parents, staff, and community members, and reaching out into the community to accrue donations for school events to incentivize parents to come. We are consistently tweaking events to encourage parents to get and stay actively involved. We have had difficulty in this area for years but last year with Covid the problem was compounded. Getting parents to come back to our campus will take greater effort.
Strength	<ul style="list-style-type: none"> <li>Communication <ul style="list-style-type: none"> <li>Encourage - members of the community to help support our students social and emotional well being: Mentors, mental health agencies, etc...</li> <li>Panorama Campus Survey - hear from parents</li> <li>Ongoing school/parent communication</li> <li>Different modes of communication with parents and do our best to translate: notes, email, school status, facebook, School Website and Teacher Websites, and monthly online campus newsletter</li> </ul> </li> </ul>
Strength	<ul style="list-style-type: none"> <li>Events <ul style="list-style-type: none"> <li>Parents were invited to participate in campus events such as New and Returning Enrollment Assistance, Pastries with Parents, Science Fair, Dine and Dance, Coffee with the Principal (3 times), Texas Public School Week Picnic, and Field Day/Earth Day</li> <li>Campus outreach programs: CIS / Family support, Connections, Family Crises, and Virtual support</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>o Business sponsored Team Building School Event (Ortho 360) and Fire Prevention Week (Local Fire Dept.)</li> <li>o PTA Meetings</li> </ul>
Problem Statement	Limited parent involvement outside of school events.
Root Cause	Many parents trust the teacher profession. Between working, language barriers, education barriers and lack of time or interest, parents don't advocate for their students regarding school / student needs.
Problem Statement	Technology limitations: Parents lack the capabilities or interest to navigate online with school platforms such as: Child Enrollment through Skyward,
Root Cause	Language barriers and education barriers inhibit the communication between school and families.

## 2023-2024

Summary	While we recognize that there are strengths in the area of parental involvement, we acknowledge that this is an area of growth for our campus. We need to make more strides to get parents involved in our campus by asking parents what the school can do to get parents more involved, better informing teachers of the services that are available to parents, staff, and community members, and reaching out into the community to accrue donations for school events to incentivize parents to come. We are consistently tweaking events to encourage parents to get and stay actively involved. We have opened our doors to families since covid and the response has been amazing.
Strength	<ul style="list-style-type: none"> <li>• Communication <ul style="list-style-type: none"> <li>o Encourage - members of the community to help support our students' social and emotional well being: Mentors, mental health agencies</li> <li>o Large Angel Tree / Thanksgiving Donors</li> <li>o Panorama Campus Survey - hear from parents</li> <li>o Ongoing school/parent communication</li> <li>o Different modes of communication with parents and do our best to translate: notes, email, school status, facebook, School Website and Teacher Websites, and monthly online campus newsletter</li> </ul> </li> </ul>
Strength	<ul style="list-style-type: none"> <li>• Events <ul style="list-style-type: none"> <li>o Parents were invited to participate in campus events such as New and Returning Enrollment Assistance, Pastries with Parents, Science Fair, Dine and Dance, Coffee with the Principal (Monthly),</li> <li>o Texas Public School Week Picnic</li> <li>o Field Day/Earth Day</li> <li>o Veterans Day Celebration / Recognition</li> <li>o Campus outreach programs: CIS / Family support, Connections, Family Crises, and Virtual support</li> <li>o Business sponsored Team Building School Event (Ortho 360) and Fire Prevention Week (Local Fire Dept.)</li> <li>o PTA Meetings</li> <li>o Girl Scout</li> <li>o Scouts of America Information Night</li> <li>o Volunteer opportunities</li> <li>o Volunteer Appreciation Day/Awards</li> <li>o Mentor Awards</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>o Parents are welcome to come have lunch with their child</li> <li>o Parent sub advancing into a teaching position.</li> </ul>
Problem Statement	Technology limitations: Parents lack the capabilities or interest to navigate online with school platforms such as: Child Enrollment through Skyward.
Root Cause	Language, cultural and educational barriers that inhibit the communication between school and families.
Problem Statement	Parents not attending informational events such as mental health awareness, coffee with principal, etc....
Root Cause	Transportation and working parents not available.

## 7. School Context and Organization - Success of all students by supporting, managing, and overseeing the school's organization, operation, and resources.

a. Possible Data Sources - Master Schedule Implications, written campus systems, handbook, SW/CIS, wraparound services, budget process

b. Team Members: Ringstaff & Cox

2022-2023

Summary	LPE provides students with various opportunities of learning, first and foremost, solid tier 1 instruction in the classroom. The campus meets the needs of students on or above grade level by providing enrichment activities in the classroom and Gifted and Talented services, for those who qualify and we have extended the program to include "enrichment." This is teacher nominated kids who are not labeled GT, but show great strengths and ability. To meet the needs of underachieving students, LPE provides RTI services. Students who are still unsuccessful after extensive interventions are referred for additional screening through Special Education and Dyslexia. In addition to enrichment and intervention services, the campus implements PLC to help staff develop best instructional practices.
Strength	LPE master data tracking with every students - holds progress monitoring meetings/RTI with every teacher on every students for BOY, MOY, EOY
Strength	Master schedule with extended PLC and intervention embedded. Intervention plan with all hands on deck (admin, RTI team, ICS, classroom teachers, SPED department, Paras)
Problem Statement	Special services communication on time sensitive items such as grades for progress reports/report cards
Root Cause	Due to the timeframes given for testing, etc. We don't always hear back to know where a child is in the process of SPED testing.
Problem Statement	Focus is heavy in one content area (RDG) and not both. The bilingual dept. took first grade intervention time for bilinguals.
Root Cause	This is due to needing kids to be able to read, but it is presenting deficits in math.
Problem Statement	The bilingual dept. took first grade intervention time for bilinguals.
Root Cause	This was to get in a second word study block for the bilingual students, but left them without time for intervention with the RTI team.



**2023-2024**

Summary	
Strength	
Strength	
Problem Statement	
Root Cause	
Problem Statement	
Root Cause	

**8. Technology** - Focus on increasing student proficiency with technology.

- a. Possible Data Sources - Campus Student device ratio, Skyward Campus tech data for devices & access, Current number of deployed devices, minutes logged in

b. Team Members: Dixon & Cummins

**2022-2023**

Summary	We currently have technology available for each student to use in the classroom. In addition, 75 ESSER students (ESC Bil, Sped, HB 4545, and RTI) were given technology to use at home. As the year progressed, more students were added to the group of students that could take technology home due to a need or a want.
Strength	One device assigned to each student to use in the classroom- for use to access daily lessons, assessments, and state testing.
Strength	One device assigned to each student to use in the classroom- device can be checked out if needed for Covid related home lessons via Seesaw.
Problem Statement	Hot spots were given to students, but became problematic when families were unable to access the internet through the hot spot either through parent error, or lack of service in the area.
Root Cause	Our rural location
Problem Statement	Navigating the online platform for classroom based assessments
Root Cause	Big learning curve for students and adults in accessing and finding the tests/tools- this resulted in academic time lost

**2023-2024**

Summary	Currently, every classroom has enough devices for every student. Almost 300 devices were given out to families to use at home.
Strength	One device assigned to each student to use in the classroom- for use to access daily lessons, assessments, and state testing.
Strength	Students will have adequate practice with the devices leading up to state testing.
Problem Statement	Hot Spots were received in December once most devices were already handed out to families who had internet at home.
Root Cause	District access to Hot Spots
Problem Statement	Too much time on devices- When the internet or clever is down, this can cause interferences in classroom instruction and testing since most of it is now online.
Root Cause	

**Campus Needs Assessment (CNA) Sign-In, Agenda with Notes**  
Meeting 1 w/Site-Based Committee

Campus: Lost Pines Elementary

Date: April 19th

**Sign-In Sheet**

Role	Print name	Signature
Teacher	Angela Alvarado	Angie Alvarado
Counselor	Martha Lea	Paula Matthews
Teacher	Kasidy Grayson	Kasidy Grayson
NTSS Coach	Tara Wilkin	Tara Wilkin
Teacher	Shervisha Haywood	Shervisha Haywood
RTI	Deely Easterly	Deely Easterly
Math IC	Kristina Medina	Kristina Medina
Teacher	Ana Cox	Ana Cox
ELAR IC	Jessie Battaglia	Jessie Battaglia
Teacher	Linda Oliver	Linda Oliver
Teacher	Linda Psenick	Linda Psenick

**Lost Pines Elementary  
Coffee with Principal - Family Engagement  
Spring Title I Meeting - April 20, 2023  
2022-2023**

[illegible]

## Weekly ILT Meeting Guide & Agenda - 4/27

9:00am every Thursday - normal meeting

### Top Three Activities for the Week - Lightning Round

<b>Ringstaff</b>	Move day details	Master schedule	AAAAAAAAA EOY things
<b>Dixon</b>	Reading STAAR	Behavior/ Attendance	Math STAAR Prep
<b>Allen</b>			
<b>Redmon</b>	STAAR test- 4th	STAAR test- 3rd	3/4th Math Palooza Prep- printed copies for each teacher
<b>Battaglia</b>	STAAR Test- 4th	STAAR Test-3rd	2nd grade AT prep
<b>Easterly</b>			
<b>Millikin</b>	<a href="#">All the stuff</a>		
<b>Smith</b>	Intervention Groups	Heggerty Data, data, data	Diving into Amplify and Eureka

### Logistics/MTSS/RTI Agenda

Agenda Items for Campus Items - Logistics/MTSS/RTI	Action:
MTSS: n/a	
Smith: n/a	

### PLC/Instruction Agenda

Agenda Items for PLC/Instruction	
CIP Summative Review	
Checkout list	
Curriculum Roll Out	
Pink and Blue - week of Data Meetings	
Dates	

Electronic Sign In for Meeting:

Lezlie Ringstaff

Katie Allen

Jacqui Dixon

Kristina Redmon

Jessica Battaglia

Joely Easterly

Tege Millikin

Kristin Smith

**Teksguide.org - for ELA (resource shared - great for TEKS alignment, TEK breakdown)**

<u>Structured Academic Conversations</u>	<u>Structured Academic Conversations</u>
<u>Explicit Academic Vocabulary</u>	<u>Explicit Vocabulary Instruction</u>
<u>Higher Order Thinking Questions</u>	<u>Higher Order Thinking Questions</u>

## Weekly ILT Meeting Guide & Agenda - 4/19

9:00am every Thursday - normal meeting

### Top Three Activities for the Week - Lightning Round

<b>Ringstaff</b>	Too much to type	Too much to type	Too much to type
<b>Dixon</b>	Too much to type	Too much to type	Too much to type
<b>Allen</b>	Too much to type	Too much to type	Too much to type
<b>Redmon</b>	Too much to type	Too much to type	Too much to type
<b>Battaglia</b>	Too much to type	Too much to type	Too much to type
<b>Easterly</b>	Sap Groups	Kindergarten Heggerty Testing	Too much to type
<b>Millikin</b>	Next MTSS Team meeting 5-22-23	I have most of my EOY RTI meetings planned for the first week of May. I'm stressed.	I will need teachers to turn in all SecondStep boxes. Can we put that on the EOY teacher check-out form?
<b>Smith</b>	Intervention groups	First grade walkthroughs	Meetings

### Logistics/MTSS/RTI Agenda

Agenda Items for Campus Items - Logistics/MTSS/RTI	Action:
MTSS:	
Smith:	

### Collaborative Team Meetings/Instruction Needs: Check-in....Celebrations/Needs/Supports

#### Looking to next week:

PK Next Week:	
K Next Week:	
1st Next Week:	
2nd Next Week:	
3rd	

Next Week:	
4th Next Week:	

**PLC/Instruction Agenda**

Agenda Items for PLC/Instruction	

**Teacher Needs & Coaching/Walkthrough Accountability**

Grade	Teacher Name / Need (instruction, classroom management)	Who is supporting?
PK		
Kinder		
1st		
2nd		
3rd		
4th		

**Teksguide.org - for ELA (resource shared - great for TEKS alignment, TEK breakdown)**

The BIG 3	
Structured Academic Conversations	<i>Structured Academic Conversations</i>
Explicit Academic Vocabulary	<i>Explicit Vocabulary Instruction</i>
Higher Order Thinking Questions	<i>Higher Order Thinking Questions</i>

**Weekly ILT Meeting Guide & Agenda - 4/12**  
 9:00am every Thursday - normal meeting

**Top Three Activities for the Week - Lightning Round**

Ringstaff	Finalizing ALL things this year	Map, teachers, paras - next year	Master schedule - next year
Dixon	Death by STAAR	Devices	Attendance
Allen	Walkthrough	ARDs	EOY LPAC

<b>Redmon</b>	3rd / 4th SAP Planning	Small group- math Noakes	4th walkthroughs
<b>Battaglia</b>	Walkthroughs for K	Small group support- Noakes	Small group modeling-Lopez
<b>Easterly</b>	Sap Groups	logistics	
<b>Millikin</b>	Next MTSS Team meeting 5-22-23	I will need teachers to turn in all SecondStep boxes. Can we put that on the EOY teacher check-out form?	I have most of my EOY RTI meetings planned for the first week of May. I'm stressed.
<b>Smith</b>	Intervention Groups	PLC & Team Meetings	Amplify

### ***Logistics/MTSS/RTI Agenda***

<b>Agenda Items for Campus Items - Logistics/MTSS/RTI</b>	<b>Action:</b>
MTSS: walkthrough today	
Smith:	

### ***Collaborative Team Meetings/Instruction Needs: Check-in....Celebrations/Needs/Supports***

#### ***Looking to next week:***

PK Next Week:	
K Next Week:	
1st Next Week:	
2nd Next Week:	
3rd Next Week:	
4th Next Week:	

### ***PLC/Instruction Agenda***

<b>Agenda Items for PLC/Instruction</b>	
-Resources Checkout sheet	
-Pink and Blues	
-New curriculum	
-3rd grade next year	

### ***Teacher Needs & Coaching/Walkthrough Accountability***

<b>Grade</b>	<b>Teacher Name / Need (instruction, classroom management)</b>	<b>Who is supporting?</b>
<b>PK</b>		



Kinder		
1st		
2nd		
3rd		
4th		

**Teksguide.org - for ELA (resource shared - great for TEKS alignment, TEK breakdown)**

The BIG 3	
<u>Structured Academic Conversations</u>	<u>Structured Academic Conversations</u>
<u>Explicit Academic Vocabulary</u>	<u>Explicit Vocabulary Instruction</u>
<u>Higher Order Thinking Questions</u>	<u>Higher Order Thinking Questions</u>

## Weekly ILT Meeting Guide & Agenda - 4/6

9:00am every Thursday - normal meeting

### Top Three Activities for the Week - Lightning Round

<b>Ringstaff</b>	Finalizing ALL things this year	Map, teachers, paras - next year	Master schedule - next year
<b>Dixon</b>	Walkthroughs, Behavior	Attendance	Devices
<b>Allen</b>	Complete STAAR Acc. for EBs	Discipline	Math Training for Pre-K and K
<b>Redmon</b>	Walk- 1st, 2nd, 4th	3rd/4th SAP support/planning Cambium training with RTI	Teacher meetings- Weathers, Craig, Lopez, Noakes
<b>Battaglia</b>	Noakes- guided reading support	Lopez- guided reading support	3rd/4th SAP support/planning
<b>Easterly</b>	SAP Groups		
<b>Millikin</b>			
<b>Smith</b>	Intervention groups	Amplify & rubric prep	Meetings-PLCs & Team meetings

### Logistics/MTSS/RTI Agenda

Agenda Items for Campus Items - Logistics/MTSS/RTI	Action:
MTSS:	
Smith:	

### Collaborative Team Meetings/Instruction Needs: Check-in....Celebrations/Needs/Supports

#### Looking to next week:

PK	
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Next Week:	
K Next Week:	
1st Next Week:	
2nd Next Week:	
3rd Next Week:	
4th Next Week:	

### ***PLC/Instruction Agenda***

<b>Agenda Items for PLC/Instruction</b>	
SAP Plan after Reading Test - math focus	
April 10th: review of agenda	
RTI team - helping with assessing	
Pep Rally on 4/24- What are we doing?	
How is the new math/reading curriculum for next year being communicated to teachers?	
What is the plan for clustering SPED students & Dyslexia students next year to make it equitable?	

### ***Teacher Needs & Coaching/Walkthrough Accountability***

<b>Grade</b>	<b>Teacher Name / Need (instruction, classroom management)</b>	<b>Who is supporting?</b>
<b>PK</b>		
<b>Kinder</b>		
<b>1st</b>		
<b>2nd</b>	Craig - issues	
<b>3rd</b>	Weathers - issues	
<b>4th</b>		

### ***Teksguide.org - for ELA (resource shared - great for TEKS alignment, TEK breakdown)***

<b><u>The BIG 3</u></b>	
<b><u>Structured Academic Conversations</u></b>	<b><i><u>Structured Academic Conversations</u></i></b>
<b><u>Explicit Academic Vocabulary</u></b>	<b><i><u>Explicit Vocabulary Instruction</u></i></b>

**Weekly ILT Meeting Guide & Agenda - 3/30**

9:00am every Thursday - normal meeting

**Top Three Activities for the Week - Lightning Round**

<b>Ringstaff</b>			
<b>Dixon</b>	Attendance/ Chromebooks	Accommodations	ARDs/ Behavior
<b>Allen</b>			
<b>Redmon</b>	SAP- Third Grade 3rd Math Plans for next week	2nd & 3rd, 4th grade walks	Lopez- support Noakes- Math stations
<b>Battaglia</b>	Palooza/SAP- 3rd grade	Palooza/SAP- 4th grade	Noakes- support for guided reading Lopez- support for guided reading
<b>Easterly</b>	Small groups	Writing talk with teachers	
<b>Millikin</b>	<a href="#">All the Things</a>		
<b>Smith</b>			

**Logistics/MTSS/RTI Agenda**

<b>Agenda Items for Campus Items - Logistics/MTSS/RTI</b>	<b>Action:</b>
MTSS: <a href="#">All the Things</a>	
Smith: out sick	
<a href="#">ILT Meeting</a>	

**Collaborative Team Meetings/Instruction Needs: Check-in....Celebrations/Needs/Supports****Looking to next week:**

PK Next Week:	
K Next Week:	
1st Next Week:	
2nd Next Week:	
3rd Next Week:	
4th Next Week:	

### PLC/Instruction Agenda

Agenda Items for PLC/Instruction	
Data Meetings - do we need? What data? When do we need them? K-2nd- Done in 2 days- Are we settled on this??	
April 10th -staar training -Palooza material	
SAP Plan after Reading Test - math focus	
Inventory of Math items/Station items all for primary	
Checkout Doc: coaches start looking at it and we will be adding to it.	

### Teacher Needs & Coaching/Walkthrough Accountability

Grade	Teacher Name / Need (instruction, classroom management)	Who is supporting?
PK		
Kinder		
1st		
2nd		
3rd		
4th		

**Teksguide.org - for ELA (resource shared - great for TEKS alignment, TEK breakdown)**

The BIG 3	
<u>Structured Academic Conversations</u>	<u>Structured Academic Conversations</u>
<u>Explicit Academic Vocabulary</u>	<u>Explicit Vocabulary Instruction</u>
<u>Higher Order Thinking Questions</u>	<u>Higher Order Thinking Questions</u>

### Weekly ILT Meeting Guide & Agenda - 3/6

9:00am every Thursday - normal meeting

### Top Three Activities for the Week - Lightning Round

Ringstaff	ALLLLL the things!!!!	ALLLLL the things!!!!	ALLLLL the things!!!!
Dixon	ALLLLL the things!!!!	ALLLLL the things!!!!	ALLLLL the things!!!!

<b>Allen</b>	ALLLLL the things!!!!	ALLLLL the things!!!!	ALLLLL the things!!!!
<b>Redmon</b>	ALLLLL the things!!!!	ALLLLL the things!!!!	ALLLLL the things!!!!
<b>Battaglia</b>	ALLLLL the things!!!!	ALLLLL the things!!!!	ALLLLL the things!!!!
<b>Easterly</b>	ALLLLL the things!!!!	ALLLLL the things!!!!	ALLLLL the things!!!!
<b>Millikin</b>	<a href="#">ALLLLL the things!!!!</a>	ALLLLL the things!!!!	ALLLLL the things!!!!
<b>Smith</b>	ALLLLL the things!!!!	ALLLLL the things!!!!	ALLLLL the things!!!!

### ***Logistics/MTSS/RTI Agenda***

<b>Agenda Items for Campus Items - Logistics/MTSS/RTI</b>	<b>Action:</b>
MTSS:	
Smith: out with hubby's surgery	

### ***Collaborative Team Meetings/Instruction Needs: Check-in....Celebrations/Needs/Supports***

#### ***Looking to next week:***

PK Next Week:	
K Next Week:	
1st Next Week:	
2nd Next Week:	
3rd Next Week:	
4th Next Week:	

### ***PLC/Instruction Agenda***

<b>Agenda Items for PLC/Instruction</b>	
Data Meetings - do we need? What data? When do we need them? K-2nd- Done in 2 days-	

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**Teacher Needs & Coaching/Walkthrough Accountability**

Grade	Teacher Name / Need (instruction, classroom management)	Who is supporting?
PK		
Kinder		
1st		
2nd		
3rd		
4th		

**Teksguide.org - for ELA (resource shared - great for TEKS alignment, TEK breakdown)**

The BIG 3	
Structured Academic Conversations	<i>Structured Academic Conversations</i>
Explicit Academic Vocabulary	<i>Explicit Vocabulary Instruction</i>
Higher Order Thinking Questions	<i>Higher Order Thinking Questions</i>

**Weekly ILT Meeting Guide & Agenda - 3/6**  
 9:00am every Thursday - normal meeting

**Top Three Activities for the Week - Lightning Round**

Ringstaff			
Dixon	STAAR Planning	Attendance	Behavior
Allen	TELPAS/STAAR LPAC Training	ARDs/Walkthrough with rubric	Behavior
Redmon	Interim Math Data Meetings	SAP Plans for 3/4th grade	Finish LRP assessment creation in Eduphoria and send to Printshop
Battaglia	Assessments in Eduphoria from long range planning	Send assessments to Printshop/district translator from long range planning	SAP Plans for 3rd/4th grade
Easterly	Progress Monitoring	Work on schedule	writing
Millikin	Emergent Tree	Chocolate Fundraiser? HEB Recycle Project - Do we want to give a prize to the class that collects the most?	Be Kind Week SEL Day

Smith	Intervention groups	Stations (Abbott's room)	Peer observations/rubric revisions
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**Logistics/MTSS/RTI Agenda**

Agenda Items for Campus Items - Logistics/MTSS/RTI	Action:
MTSS: Kindness week, fundraiser, Emergent Tree, HEB plastic bags	
Smith: Learning Walks - coordinate coverage for this to happen PK-1.	

**Collaborative Team Meetings/Instruction Needs: Check-in....Celebrations/Needs/Supports**

**Looking to next week:**

PK: Next Week:	
K: Next Week:	
1st: Next Week:	
2nd: Next Week:	
3rd: Next Week:	
4th: Next Week:	

**PLC/Instruction Agenda**

Agenda Items for PLC/Instruction	
<p><b>4th Grade Plan:</b>  Intervention Supports Available:  Easterly  Rios  Jasso  Lopez  Grizelda  Thompson  Isella (tutor)  Cindy  Gema  Battaglia  Redmon  admin?  Avila? (first grade)</p> <p><b>Structure:</b>  -Overall...One support person will be assigned to one teacher/group.</p>	

**4th Grade:****ELAR:**

1. Intervention Focus: (all doing Grammar, Revise and Edit)
  - a. Pacing:
2. Whole Group Lessons: Focus: Reading Comprehension/ECR (teachers keep teaching...with these two connected intentionally)
  - a. Pacing??
3. Small Group/Station Focus: (teachers and RTI: Reading Comprehension Skills)

**Math:**

1. Intervention Focus: start with overall low TEKS from Interim
  - a. Pacing:
2. Whole Group Focus:
  - a. Pacing
3. Small Group/Station Focus:
  - a. Pacing:

**3rd Grade Plan:**

Intervention Supports Available:

Easterly  
Rios  
Jasso  
Lopez  
Grizelda  
Thompson  
Isella (tutor)  
Cindy  
Gema  
Battaglia  
Redmon  
admin?  
Avila? (first grade)

**Structure:**

-Overall...One support person will be assigned to one teacher/group.

**3rd Grade:****ELAR:**

1. Intervention Focus: ECR
  - a. Pacing:
2. Whole Group Lessons: Focus: teachers will intentionally plan and teach.
  - b. edit/revise lessons.  
Pacing:
3. Small Group/Station Focus: Reading Comprehension
  - c. Pacing:

**Math:**

1. Intervention Focus: start with overall low TEKS from Interim
  - b. Pacing:
2. Whole Group Focus: New teaching + low TEKS
  - c. Pacing:
3. Small Group/Station Focus: Low TEKS
  - d. Pacing:




### Teacher Needs & Coaching/Walkthrough Accountability

Grade	Teacher Name / Need (instruction, classroom management)	Who is supporting?
PK		
Kinder		
1st		
2nd		
3rd		
4th		

**Teksguide.org - for ELA (resource shared - great for TEKS alignment, TEK breakdown)**

The BIG 3	
<u>Structured Academic Conversations</u>	<u>Structured Academic Conversations</u>
<u>Explicit Academic Vocabulary</u>	<u>Explicit Vocabulary Instruction</u>
<u>Higher Order Thinking Questions</u>	<u>Higher Order Thinking Questions</u>

## Weekly ILT Meeting Guide & Agenda - 2/15

9:00am every Thursday - normal meeting

### Top Three Activities for the Week - Lightning Round

<b>Ringstaff</b>	Formative Review of CIP		
<b>Dixon</b>	Interim/TELPAS	Behavior	Attendance
<b>Allen</b>	TELPAS	Accommodations	LPAC
<b>Redmon</b>	Creating Math Tests for 3rd Interim/ 4th SPN All Operations	Noakes- guided math groups, work on rubric, entered math/reading tests into Eduphoria and Skyward Grades	Long Range Planning Prep/ Science Fair Ribbons
<b>Battaglia</b>	3rd/4th Interim Data	Small Group/Stations Walks- Kinder/3rd/4th reading	Long Range Planning Prep
<b>Easterly</b>	Calendar	Grammar/Math groups by Easterly and Rios...up and	

		running in 4th grade.	
<b>Millikin</b>			
<b>Smith</b>	Intervention	Model Math Lesson-First	Prep for Sped training

### **Logistics/MTSS/RTI Agenda**

<b>Agenda Items for Campus Items - Logistics/MTSS/RTI</b>	<b>Action:</b>
March 10th - SEL Day Celebration	What will we do for this?
Pulling groups based on UBS and SEL data (Millikin, Leal and Rey servicing)	
Budgets: any needs in any area? We have some title money What do teachers need?	UFLI Book - Pk, K, 1 <a href="https://www.ventriclearning.com/uflifoundations/">https://www.ventriclearning.com/uflifoundations/</a> PK- Clipboards for class - class sets (10) Clear plastic sleeves with border - all grades (stations) Chart paper (anchor chart) - all

### **Collaborative Team Meetings/Instruction Needs: Check-in....Celebrations/Needs/Supports**

#### **Looking to next week:**

PK: Next Week:	
K: Next Week:	Math Counting Rubrics
1st: Next Week:	Bringing narrative rubric writing samples Coin checkpoint - bringing and looking at data. Where does instruction need to be tweaked Rubric for problem solving can be looked at through the lens of the coin checkpoint.
2nd: Next Week:	LRP
3rd: Next Week:	Fraction planning with manipulatives
4th: Next Week:	LRP

### **PLC/Instruction Agenda**

<b>Agenda Items for PLC/Instruction</b>	
Update on Noakes class?	Battaglia
Update on Herrera's class?	Smith
Hires - PK para, SpEd para, Morales	
Long Range Plan Day-tell them to bring Lead4ward with them <b>Pk:</b> Smith all: Unit plans, Lead4ward, rubrics, TEKs guide, charts, checkpoint dates on calendar <b>K:</b> Smith all: all above and report card look at report card and see if rubric needs to grow, look at reading focus to see if	<b>3/1 PK</b> -ELA (Smith)-AM Math(Redmon)-PM <b>2/28 K</b> -ELA (Smith)-AM Math(Redmon)-PM <b>3/2 1st</b> -ELA (Battaglia) Math

that needs to change, what TEKS are being covered, <b>1st</b> : breakdown of new units, <b>2nd</b> : breakdown of new units, <b>3rd</b> : structure talk about testing things, breakdown of new units, split grade level <b>4th</b> : structure talk about testing things, breakdown of new units, split grade level  Testing strategies, Cambium, small group instruction, intervention, STAAR Palooza;	<b>2/23 2nd</b> -Math (Redmon) AM ELA (Battaglia) PM
Share BAS: McGuinness/Abbott Foster Craig/Alvarado Duran  A day to do BAS and done. 2 days as a campus Bilingual K-2 have to do both**	Find a day for this.

### ***Teacher Needs & Coaching/Walkthrough Accountability***

<b>Grade</b>	<b>Teacher Name / Need (instruction, classroom management)</b>	<b>Who is supporting?</b>
<b>PK</b>	Herrera/observations in Psencik	Smith
<b>Kinder</b>	Abbott/stations	Smith
<b>1st</b>		
<b>2nd</b>		
<b>3rd</b>		
<b>4th</b>		

### ***Teksguide.org - for ELA (resource shared - great for TEKS alignment, TEK breakdown)***

<b><u>The BIG 3</u></b>	
<u>Structured Academic Conversations</u>	<i>Structured Academic Conversations</i>
<u>Explicit Academic Vocabulary</u>	<i>Explicit Vocabulary Instruction</i>
<u>Higher Order Thinking Questions</u>	<i>Higher Order Thinking Questions</i>

## Weekly ILT Meeting Guide & Agenda - 2/6

9:00am every Thursday - normal meeting

### **Top Three Activities for the Week - Lightning Round**

<b>Ringstaff</b>	PD Days Agenda	Walkthroughs	Budget/Tutoring/Hiring
<b>Dixon</b>	Interim Testing	Attendance	Walkthroughs
<b>Allen</b>	TELPAS	LPAC Meetings	Walkthroughs
<b>Redmon</b>	Interim Testing- 3 & 4 grade	Refresh math stations for Noakes- Finish Math Rubrics- Counting	Guided Math Modeling for Valdivia and Abbott
<b>Battaglia</b>	Interim Testing- 3rd & 4th grade	Interim Data- meet with Heather A	Revised guided reading lesson plan template for kinder- share with kinder team
<b>Easterly</b>	Out today		
<b>Millikin</b>	<a href="#">Millikin ILT Notes</a>		
<b>Smith</b>	Intervention groups	Coaching-Abbott, Herrera	Pre-K Paras-Small group lessons

### **Agenda Items for Today/Future Items, Events, Planning to Discuss**

<b>Agenda Items for Campus</b>	<b>Action:</b>
MTSS -Panorama survey	
Kinder Intervention - clarify and PLC issues	
Budgets: any needs in any area? We have some title money What do teachers need?	UFLI Book <a href="https://www.ventrilearning.com/uflifoundations/">https://www.ventrilearning.com/uflifoundations/</a> PK- Clipboards for class Clear plastic sleeves with border
<b>Agenda Items for PLC/Instruction</b>	
Update on Noakes class?	Battaglia
Update on Herrera's class?	Smith
Small Group Walks calibrate	
Small Groups in 1st - high kids	
PLCs - losing sight of assessments created...how can we keep those alive? (second grade last week PLC)	
PD Days - look at agenda/what are needs?	
Long Range Plan Days on calendar	

### **Collaborative Team Meetings/Instruction Needs: Check-in....Celebrations/Needs/Supports**

#### **Looking to next week:**

PK:	Tweak lessons from last week where we missed 3 days. What/how are we teaching it? What is getting
-----	---

Next Week:	moved?
K: Next Week:	Tweak lessons from last week where we missed 3 days. What/how are we teaching it? What is getting moved?
1st: Next Week:	Tweak lessons from last week where we missed 3 days. What/how are we teaching it? What is getting moved?
2nd: Next Week:	Tweak lessons from last week where we missed 3 days. What/how are we teaching it? What is getting moved?
3rd: Next Week:	Tweak lessons from last week where we missed 3 days. What/how are we teaching it? What is getting moved?
4th: Next Week:	Tweak lessons from last week where we missed 3 days. What/how are we teaching it? What is getting moved?

### ***Teacher Needs & Coaching/Walkthrough Accountability***

Grade	Teacher Name / Need (instruction, classroom management)	Who is supporting?
PK		
Kinder		
1st		
2nd		
3rd		
4th		

***Teksguide.org - for ELA (resource shared - great for TEKS alignment, TEK breakdown)***

<u>The BIG 3</u>	
<u>Structured Academic Conversations</u>	<i><u>Structured Academic Conversations</u></i>
<u>Explicit Academic Vocabulary</u>	<i><u>Explicit Vocabulary Instruction</u></i>
<u>Higher Order Thinking Questions</u>	<i><u>Higher Order Thinking Questions</u></i>

## **Weekly ILT Meeting Guide & Agenda - 1/19**

9:00am every Thursday

### ***Top Three Activities for the Week - Lightning Round***

<b>Ringstaff</b>	Cabinet meeting data	Data meetings	Spring walkthrough form
<b>Dixon</b>	CTC Meeting	UIL	Walkthroughs
<b>Allen</b>	Walkthrough	TELPAS	ARDs

<b>Redmon</b>	Mclass Testing & Reports	Noakes- Guided Math groups	Science Fair
<b>Battaglia</b>	Noakes- Guided Reading groups	Looking at data from 4th grade assessment	Pulling resources for small groups- short reads
<b>Easterly</b>			
<b>Millikin</b>	<a href="#">Meeting Notes</a>		
<b>Smith</b>	Added 3 more intervention groups-1 Kinder, 2-First	Meeting/planning work with Sped teachers	First grade data from Amplify, class materials

### ***Teacher Needs & Coaching/Walkthrough Accountability***

<b>Grade</b>	<b>Teacher Name / Need (instruction, classroom management)</b>	<b>Who is supporting?</b>
<b>PK</b>		
<b>Kinder</b>		
<b>1st</b>		
<b>2nd</b>		
<b>3rd</b>		
<b>4th</b>		

### ***Agenda Items for Today/Future Items, Events, Planning to Discuss***

<b>Agenda Items for Campus</b>	<b>Action:</b>
-MTSS needs? -Brag Board Reward - crazy socks and crazy hat -Emergent Tree Schedule - thoughts? -When are you going to do a feedback loop for DBRC? -Sharing Panorama data?	Covering all Monday
-RTI shut down next week -Week of 30th: Easterly and Rios begin deep dives into 3rd and 4th -RTI needs? K - teachers doing T2. RTI pulling T3 (5 groups) 1 - T2/T3 burst for reading / new data for math (Redmon and Rios) 2 - T2 kids teacher share / T3 pulling 3 - T2 kid sharing / T3 pulling 4 - T2 kid sharing / T3 pulling	Figure out Kinder intervention
Budgets: any needs in any area? We have some title money What do teachers need?	UFLI Book <a href="https://www.ventrislearning.com/uflifoundations/">https://www.ventrislearning.com/uflifoundations/</a> PK- Clipboards for class
<b>Agenda Items for PLC/Instruction</b>	
Data - any new from primary that is not district given? Heggerty, etc Also, do we have any data that needs to be reported out to teachers that we maybe don't feel (know) that they have looked at? Heggerty? Amplify?	Need it for cabinet presentation

MClass Data review	
Update on Noakes class?	Battaglia
Update on Herrera's class?	Smith
PLC Lead Meeting - anything you feel needs to be discussed? -My thoughts already: -Small group instruction - reading and math -Goals for students for the end of the year in reading -New math calendar routine for primary -Idea of productive struggle in math -Library - structure of time when you are in there? -Data Meetings coming up - K-2 structure	

**Collaborative Team Meetings/Instruction Needs: Check-in....Celebrations/Needs/Supports**

**Looking to next week:**

PK: Next Week:	
K: Next Week:	
1st: Next Week:	
2nd: Next Week:	
3rd: Next Week:	
4th: Next Week:	

**Teksguide.org - for ELA (resource shared - great for TEKS alignment, TEK breakdown)**

<u>The BIG 3</u>	
<u>Structured Academic Conversations</u>	<u>Structured Academic Conversations</u>
<u>Explicit Academic Vocabulary</u>	<u>Explicit Vocabulary Instruction</u>
<u>Higher Order Thinking Questions</u>	<u>Higher Order Thinking Questions</u>

**Weekly ILT Meeting Guide & Agenda - 1/11**

9:00am every Thursday - except today (again, lol)

**Top Three Activities for the Week - Lightning Round**

<b>Ringstaff</b>	C & I walks	Meeting with cabinet	Small group focus in classrooms/digging deeper into the
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			teaching in PLC.
<b>Dixon</b>	Attendance	Behavior/ ARDs	Accommodations
<b>Allen</b>	TELPAS - Years in US Schools	Behavior	Small group walks
<b>Redmon</b>	MOY Mclass Screening - Noakes	Finalize tests from all day planning- Spanish and Content Clarifiers	Science Fair
<b>Battaglia</b>	Small groups in Noakes	Finalize tests from all day planning- Spanish and Content Clarifiers	Finish reassessing reading levels- Noakes
<b>Easterly</b>	Get Sped question answered once and for all	Small groups	RTI Groups Reset
<b>Millikin</b>	<p>TM-Will ask the admin when she can present in the next staff meeting(pano data, dbrc review).</p> <p>TM-Will share the powerpoint for MTSS meeting and Staff training, once given that time.</p>		
<b>Smith</b>	Intervention Groups, adding more groups	Pre-K walkthroughs	Big 3 Plans-Pre-K, K, 1st

#### ***Teacher Needs & Coaching/Walkthrough Accountability***

<b>Grade</b>	<b>Teacher Name / Need (instruction, classroom management)</b>	<b>Who is supporting?</b>
<b>PK</b>		
<b>Kinder</b>		
<b>1st</b>		
<b>2nd</b>		
<b>3rd</b>		
<b>4th</b>		

#### ***Agenda Items for Today/Future Items, Events, Planning to Discuss***

Agenda Items for PLC Work/Instruction/Campus	Action:																							
Update from cafe incentive																								
Traits for December and January <b>Perseverance</b> Grizelda Shepherd <b>Loyalty</b> Morriss Goldstein	<table><tr><td>January</td><td>Loyalty</td><td></td></tr><tr><td>February</td><td>Justice</td><td></td></tr><tr><td>March</td><td>Self-Reliance</td><td></td></tr><tr><td>April</td><td>Self-Discipline</td><td></td></tr><tr><td>May</td><td>Integrity</td><td></td></tr><tr><td>June</td><td>Honor</td><td></td></tr><tr><td>July</td><td>Patriotism</td><td></td></tr></table>			January	Loyalty		February	Justice		March	Self-Reliance		April	Self-Discipline		May	Integrity		June	Honor		July	Patriotism	
January	Loyalty																							
February	Justice																							
March	Self-Reliance																							
April	Self-Discipline																							
May	Integrity																							
June	Honor																							
July	Patriotism																							



LPE	August	Respect	Jordan Housh	Oscar Morales	
LPE	September	Honesty	Ariel Thompson	Rosa Lopez	
CCI	October	Responsibility	Hollie Scipioni	Leticia Sanchez	
CCE	September	Honesty	Jolene Giles	Leticia Reyes	
LPE	October	Responsibility	Linda Psencik	Jan Grabbert	
LPE	November	Compassion	Emily Tawater	Kim Herber	

LPE	March	Self-Reliance	Teresa Sims	Lily Gonzalez		
LPE	May	Integrity	April Everingham	Milissa Santiago		
LPE	January	Loyalty	Joely Easterly	Brenda Sanchez		

Tege has something from district - Panorama Data and training on MTSS DBRC reviews and training,

Dixon sent presentation

PLC/Instruction

Check for assessments from Long Range Plan Days - done??

Jan. 12th - C&I Walks - 25%:  
Abbott  
Burkhardt  
Noakes  
Herrera  
Rodriquez  
Romero  
King  
Craig  
Dominguez

Ringstaff develop schedule

Go over schedule

Small group walks on Monday data

Focused walks throughout March or no?  
Small group is always focus and will be done weekly.  
Big 3 thoughts?

Annual Growth Points Methodology						
Prior Year	Current Year					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

8th math to Algebra I

8th Reading to English I

6th to 8th math

Spanish to English

NO retester

NO repeater tester

Transition Table Model

Growth is counted by *transitioning* from one performance level to the next

## Accelerated Learning Points Methodology

Prior Year	Current Year			
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	0	1	1	1

## Measuring effectiveness of HB 4545 intervention

Bonus points from HB4545 students if they go from Did not Meet to other category

Old way of calculating

Annual Growth (Example)							
Prior Year	Current Year						Total
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level	
Low Did Not Meet Grade Level	20	40	10	10	8	2	90
High Did Not Meet Grade Level	5	30	20	10	10	5	80
Low Approaches Grade Level	0	10	20	40	20	10	100
High Approaches Grade Level	2	6	10	30	40	25	113
Meets Grade Level	0	2	2	1	50	45	100
Masters Grade Level	0	0	8	1	12	50	71
<b>Total</b>	<b>27</b>	<b>88</b>	<b>70</b>	<b>92</b>	<b>140</b>	<b>137</b>	<b>554</b>

Annual Growth Points		
	Assessments	Points
No Points	79	0.0
One-Half Point	80	40.0
One Point	395	395.0
<b>Total</b>	<b>554</b>	<b>435.0</b>



New way with bonus points:

Accelerated Learning (Example)					
Prior Year	Current Year				Total
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	
Did Not Meet Grade Level	95	50	18	7	170

$$50+18+7=75$$

Annual Growth Points		
	Assessments	Points
No Points	79	0.0
One-Half Point	80	40.0
One Point	395	395.0
<b>Total</b>	<b>554</b>	<b>435.0</b>

School Progress, Part A: Academic Growth Sample Calculation			
Annual Growth Points Earned			435.0
Accelerated Learning Bonus Points Earned	75	X 0.25	18.75
Sum Annual Growth Points plus Accelerated Learning Bonus Points			453.75
÷ Total Assessments from Annual Growth			554
School Progress, Part A: Academic Growth Raw Score			82

Bonus Points



Can NOT use anything from Interim in classroom instruction.  
RLA Interim will have extended constructed response added in eduphoria for Mock (same day)

This needs to be in staff training:

## STAAR Interim - Language from TEA:

- STAAR Interim items are **SECURE**
- STAAR Interim Assessments are not intended to be used for item analysis. Because the interim assessments are full scope tests, usually with a single item aligned to any student expectation, performing an item analysis will not provide useful data to support students. *Rather, educators should look at student's scale score, predicted performance, and reporting category performance to understand a student's current performance. They should then look into their formative assessment data to drill into individual student's understanding of specific student expectations.*
- Educators are able to view test items in CRS; however, items in CRS are still secure until they are publicly released. **Therefore, secure test items in CRS should not be download or printed.**
- Teachers should **NOT** be adding them to Google docs or sharing them through social media, **doing so is a serious testing violation** (teachers in another region have done this and Student Assessment is requiring it be submitted as such).

The data reporting: as of now it is principal and CTC that have access  
When the window closes, data will be loaded into eduphoria (only kids that take it in BISD)  
They are able to get data into eduphoria...not items types or questions, but TEKS.

Remember the full length practice test is in cambium that is open for use

They are using passing standards for this year because we don't have new ones....just like every year. Just keep in mind.

District will give us....how they did last year, interim and writing score

Turn around from Interim to get data from district:  
Pull data the day after the window closes...we should have data back by those PD days. 10th/13th....it will just be one part. We will have to look at it with essay scores.

Feb. 1st OR Feb. 2nd (full day)  
Literacy Task Force

Katie Allen  
Sherlisha Haywood  
Marlee Lebron  
Diane Childs

### **Collaborative Team Meetings/Instruction Needs: Check-in....Celebrations/Needs/Supports**

#### **Looking to next week:**

PK: Next Week:	Teacher part - going off the para role discussed this week.
K: Next Week:	Academic conversations
1st: Next Week:	Saxon - alignment, who has WS and who doesn't Academic conversations
2nd: Next Week:	Data - AT
3rd:	Data - AT

Next Week:	
4th: Next Week:	IC Meeting - no coaches

**Teksguide.org - for ELA (resource shared - great for TEKS alignment, TEK breakdown)**

<u>The BIG 3</u>	
<u>Structured Academic Conversations</u>	<i><u>Structured Academic Conversations</u></i>
<u>Explicit Academic Vocabulary</u>	<i><u>Explicit Vocabulary Instruction</u></i>
<u>Higher Order Thinking Questions</u>	<i><u>Higher Order Thinking Questions</u></i>

## Weekly ILT Meeting Guide & Agenda - 1/6

9:00am every Thursday - except today

### **Top Three Activities for the Week - Lightning Round**

<b>Ringstaff</b>	Readying for C&I Walks	Readying for cabinet meeting	walkthroughs
<b>Dixon</b>	Attendance/ Truancy	Behavior	Cambium
<b>Allen</b>	Math - Primary	TELPAS	behavior
<b>Redmon</b>	Organizing PLC/P6	Science Fair	Eduphoria Tests- Spanish for 4th and adding content clarifiers
<b>Battaglia</b>	Submitting assessments for translation	Check for Noakes' class-running records	Organizing P6/Collab Room
<b>Easterly</b>			
<b>Millikin</b>			
<b>Smith</b>	Adding 2 new groups	Burst groups	Walkthroughs-Small groups

### **Teacher Needs & Coaching/Walkthrough Accountability**

Grade	Teacher Name / Need (instruction, classroom management)	Who is supporting?
<b>PK</b>		
<b>Kinder</b>		
<b>1st</b>		
<b>2nd</b>		
<b>3rd</b>		
<b>4th</b>		

## Agenda Items for Today/Future Items, Events, Planning to Discuss

Agenda Items for PLC Work/Instruction/Campus	Action:
Debrief on walks	
Long term sub support - big focus is guided reading	Battaglia to support
Evelin in PK support	Smith to support
Calendaring - Data Meetings, Plan Days, etc	
Feedback from staff meeting - go over	
Grant for Primary Math things - any other grants we need?	
Goal Folders 3rd/4th - check in	
Jan. 12th - C&I Walks - 25%: Abbott Burkhardt Noakes Herrera Rodriquez Romero King Craig Dominguez	Ringstaff develop schedule
PLC/Instruction	
1st grade Amplify Data Tier 2 documentation entered ****	
Moving forward....order all the things: -Foundational Math - moving forward w/ordering things for number sense routine - <a href="#">Math Resources to order for Kinder Number Sense</a>	Ordered
Thoughts from past meetings that we need to continue to think on.....	
Walkthroughs: I would like to plan out walkthroughs...grade levels/teachers weekly and have a pointed focus. We are going to have to have one of the Big 3 each week and we can layer in a campus priority also. Thoughts?	
Discuss next week in PLCs ***How is this going?	-Flip - meet with PLC Leads right after Collaboration vs meeting with them a day or so before. -Talk with Leads about leadership things....what support they need for leading.
Focus on Writing: are we seeing this?	
Video teachers who do pieces of the Big 3 well and have in folder/show in PLC.	
Learning Walks in addition to TIP Walks....thoughts?	

**Collaborative Team Meetings/Instruction Needs: Check-in....Celebrations/Needs/Supports**

**Looking to next week:**

PK: Next Week:	Teacher part - going off the para role discussed this week.
K: Next Week:	Academic conversations
1st: Next Week:	Saxon - alignment, who has WS and who doesn't Academic conversations
2nd: Next Week:	Data - AT
3rd: Next Week:	Data - AT
4th: Next Week:	IC Meeting - no coaches

***Teksguide.org - for ELA (resource shared - great for TEKS alignment, TEK breakdown)***

The BIG 3	
<u>Structured Academic Conversations</u>	<u><i>Structured Academic Conversations</i></u>
<u>Explicit Academic Vocabulary</u>	<u><i>Explicit Vocabulary Instruction</i></u>
<u>Higher Order Thinking Questions</u>	<u><i>Higher Order Thinking Questions</i></u>

## Weekly ILT Meeting Guide & Agenda - 1/3

9:00am every Thursday - except today

### ***Top Three Activities for the Week - Lightning Round***

Ringstaff			
Dixon			
Allen			
Redmon			
Battaglia			
Easterly			
Millikin			
Smith			

### ***Teacher Needs & Coaching/Walkthrough Accountability***

Grade	Teacher Name / Need (instruction, classroom management)	Who is supporting?
PK		
Kinder		
1st		

2nd		
3rd		
4th		

### ***Agenda Items for Today/Future Items, Events, Planning to Discuss***

<b>Agenda Items for PLC Work/Instruction/Campus</b>	<b>Action:</b>
MTSS: (8:30-9:00)	Tege, Hanna, Leal working with students who rated low in Self Efficacy
-Cafe Procedures/Incentives: lead for each rotation of cafe duty 10:00-10:30: Rosie 10:30-11:15 Smith (Tovias takes over when she leaves) 11:17-11:35 - Poston 11:35-11:55 - Millikin 11:50-end: Valerie  -Reset talk for tomorrow: what should be focused? Responsibility. This includes the teacher mindset of setting this as an expectation. Bathrooms, hallways, dismissal time, arrival time. Things will be in lesson plans for SEL around this. -SEL Data - self efficacy was lowest score	
RTI: (9:00-9:30)	
-Timelines Burst Cycles stay in place for Jan. 9-20th NO RTI for Jan. 23-27th - big reset  -SAP Plan to begin/details (start planning for this)	-revisit kinder before the big reset (1/23-1/27)  -Talk about this at next meetings
Tomorrow:	
<b>**This needs to go in Jan. PD:</b> Grants: Jan. 3rd opens - online Feb 3rd - due to me Feb. 17th - due to SC ICs - send to training so they are point person on campus. (BEF comes to IC Meeting)	
PLC/Instruction	
Mock/Interim dates - are there anymore? I need to send to ARD facilitator	Feb. 7-9th ELA Mock Feb. 27th-March 3rd - Math Mock
Moving forward....order all the things: -Foundational Math - moving forward w/ordering things for number sense routine - <a href="#">Math Resources to order for Kinder Number Sense</a>	Check on math order
Jan. 12th - C&I Walks -we design schedule - roughly about 8-11:00 (includes debrief) -they want to see 75% of our classrooms -6-7 from SC, admin and coaches walk (divide and conquer)	
Thoughts from past meetings that we need to continue to think on.....	

Walkthroughs: I would like to plan out walkthroughs...grade levels/teachers weekly and have a pointed focus. We are going to have to have one of the Big 3 each week and we can layer in a campus priority also. Thoughts?	
Discuss next week in PLCs ***How is this going?	-Flip - meet with PLC Leads right after Collaboration vs meeting with them a day or so before. -Talk with Leads about leadership things....what support they need for leading.
Focus on Writing: are we seeing this?	
Video teachers who do pieces of the Big 3 well and have in folder/show in PLC.	
Learning Walks in addition to TIP Walks....thoughts?	

### ***Collaborative Team Meetings/Instruction Needs: Check-in....Celebrations/Needs/Supports***

#### ***Looking to next week:***

PK: Next Week:	Teacher part - going off the para role discussed this week.
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3rd: Next Week:	Data - AT
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<u>Explicit Academic Vocabulary</u>	<i><u>Explicit Vocabulary Instruction</u></i>
<u>Higher Order Thinking Questions</u>	<i><u>Higher Order Thinking Questions</u></i>

## **Weekly ILT Meeting Guide & Agenda - 12/1**

9:00am every Thursday

### ***Top Three Activities for the Week - Lightning Round***

<b>Ringstaff</b>	TTess Formals/Posts		
<b>Dixon</b>			



Allen			
Redmon			
Battaglia			
Easterly			
Millikin			
Smith	Long Range Planning	PreK Technology Assessment	Heggerty Testing/Data

### ***Teacher Needs & Coaching/Walkthrough Accountability***

Grade	Teacher Name / Need (instruction, classroom management)	Who is supporting?
PK		
Kinder		
1st		
2nd		
3rd		
4th		

### ***Agenda Items for Today/Future Items, Events, Planning to Discuss***

Agenda Items for PLC Work/Instruction/Campus	Action:
Cafe Incentives: check in on where we are with this. Start in January?	
<p><b>**This needs to go in Jan. PD:</b></p> <p>Grants:</p> <p>Jan. 3rd opens - online</p> <p>Feb 3rd - due to me</p> <p>Feb. 17th - due to SC</p> <p>ICs - send to training so they are point person on campus. (BEF comes to IC Meeting)</p>	
PLC/Instruction	
<p>Mock/Interim dates - ****we have to make final decision on specific dates</p> <p>Please begin working with your leadership teams to decide specific dates for the Mock testing windows and actual STAAR testing windows for the spring. <a href="#">Here is the assessment calendar</a> to help your consideration. A document will be shared next week where you can denote dates. <b>The due date for specific day decisions will be Friday, December 9.</b></p>	<p>Feb. 7-9th ELA Mock</p> <p>Feb. 27th-March 3rd - Math Mock</p>
<p>Moving forward....order all the things:</p> <p>-Foundational Math - moving forward w/ordering things for number sense routine -<a href="#">Math Resources to order for Kinder Number Sense</a></p> <p>-Foundational Rdg (Eberly)</p> <p>1. I shared the Saxon 1st grade daily lesson plans with you. We want to get your feedback on them. It is focused on giving them direction while beefing up our decodables. Our plan is to get the weeks in between Christmas out this week and work on January on after Christmas break. <a href="#">Saxon daily lessons - 1st</a></p> <p>2. I also shared a Heggerty support page that is still in progress. <a href="#">Heggerty Support</a></p>	<p>Check on math order</p> <p>What is the buzz around this?</p>
<p>Jan. PD Days - campus days</p> <p>3rd: workday 4th: campus PD: (we can have them for 1-2 hours with them)</p>	

Walkthroughs: I would like to plan out walkthroughs...grade levels/teachers weekly and have a pointed focus. We are going to have to have one of the Big 3 each week and we can layer in a campus priority also. Thoughts?	
Discuss next week in PLCs ***How is this going?	-Flip - meet with PLC Leads right after Collaboration vs meeting with them a day or so before. -Talk with Leads about leadership things....what support they need for leading.
Focus on Writing: are we seeing this?	
Video teachers who do pieces of the Big 3 well and have in folder/show in PLC.	
Learning Walks in addition to TIP Walks....thoughts?	

### ***Collaborative Team Meetings/Instruction Needs: Check-in....Celebrations/Needs/Supports***

#### ***Looking to next week:***

PK: Next Week:	Teacher part - going off the para role discussed this week.
K: Next Week:	Academic conversations
1st: Next Week:	Saxon - alignment, who has WS and who doesn't Academic conversations
2nd: Next Week:	Data - AT
3rd: Next Week:	Data - AT
4th: Next Week:	IC Meeting - no coaches

### ***Teksguide.org - for ELA (resource shared - great for TEKS alignment, TEK breakdown)***

<u>The BIG 3</u>	
<u>Structured Academic Conversations</u>	<i>Structured Academic Conversations</i>
<u>Explicit Academic Vocabulary</u>	<i>Explicit Vocabulary Instruction</i>
<u>Higher Order Thinking Questions</u>	<i>Higher Order Thinking Questions</i>

## **Weekly ILT Meeting Guide & Agenda - 11/17**

9:00am every Thursday

### ***Top Three Activities for the Week - Lightning Round***

<b>Ringstaff</b>	TTess Formals/Posts	CIP Formative Review / Meeting	-Thanksgiving Lunch -Focus on foundational resources
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<b>Dixon</b>	TTess Formals/Posts	Supplemental Aid Folders	Attendance
<b>Allen</b>	TTess Formals/Posts	Math Resources to 1st and PLC	TELPAS Poster/LPAC
<b>Redmon</b>	Resources for 1,2,4 grades (organizing manipulatives from P6)	Open up new Units in 1,2,4 (front load Unit planning documents & Released Questions)	Math AT Vetting 3 and 4th grade
<b>Battaglia</b>	Support BAS testing	Support BAS testing	High Frequency Word Routine for K and 1
<b>Easterly</b>	Lesson components	RTI letters (Prep)	Schedule adjustments for LPAC work
<b>Millikin</b>	Completing Progress Monitorings	MTSS Meeting for December or should we wait for January?	Are there any coaching needs? Building relationships with families.
<b>Smith</b>	Walkthroughs K & 1st	Meetings, meetings, meetings!	Heggerty Testing

### ***Teacher Needs & Coaching/Walkthrough Accountability***

<b>Grade</b>	<b>Teacher Name / Need (instruction, classroom management)</b>	<b>Who is supporting?</b>
<b>PK</b>	No new issues - still working on the those already discussed	
<b>Kinder</b>	Need an intervention walk	
<b>1st</b>	Need intervention walk	
<b>2nd</b>	Need intervention walk	
<b>3rd</b>	Need intervention walk	
<b>4th</b>	Need intervention walk	

### ***Agenda Items for Today/Future Items, Events, Planning to Discuss***

<b>Agenda Items for PLC Work/Instruction/Campus</b>	<b>Action:</b>
Tier Document - <a href="#">HERE</a> - explain thinking in primary vs upper grades	
PLC Doc: <a href="#">HERE</a>	
<p>Cafe Incentives:</p> <p>We were thinking that if we used the "Golden Globes" and they received 4 golden globes in a week that the next week they could go outside during their PLC time. That would be just one day for each grade level and only if they met the required expectations the whole time (no going to red) would they get a Golden Globe. <a href="#">Here</a> is the link to the original article. It has them going on a field trip but I figured that was out of our league.</p>	
<p>RTI Data Meetings: keep K-1 on calendar. No amplify until after christmas</p> <p>If keep on calendar:</p> <p>Data to bring: BAS levels/latest running record- bring form for instructional level</p> <p>Questions to ask teachers:</p> <p>Bookbag? What is in them?How often do you change out the books?</p> <p>What does T1 GR look like for this child? What instructional level have you been working on? How long? Do you track their high frequency word knowledge?</p> <p>What is the phonics/PA breakdown...what is holding them back?</p>	

Can we communicate to teachers the expectations of the meetings, what to bring, questions asked so it isn't a Gotcha?	
SBDM Committee - just heads up of how it is going to go	
<p>Grants: Encourage the innovative thinking/sharing wealth/collaborative teachers together....grants are looked at more.</p> <p>Must have an evaluation on the grant to be looked at.</p> <p>Jan. 3rd opens - online</p> <p>Feb 3rd - due to me</p> <p>Feb. 17th - due to SC</p> <p>ICs - send to training so they are point person on campus. (BEF comes to IC Meeting)</p>	
PLC/Instruction	
<p>Mock/Interim dates</p> <ul style="list-style-type: none"> <li>Please begin working with your leadership teams to decide specific dates for the Mock testing windows and actual STAAR testing windows for the spring. <a href="#">Here is the assessment calendar</a> to help your consideration. A document will be shared next week where you can denote dates. <b>The due date for specific day decisions will be Friday, December 9.</b></li> </ul>	<p>Feb. 7-9th ELA Mock</p> <p>Feb. 27th-March 3rd - Math Mock</p>
<p>My discussions with Warford</p> <p>-Foundational Math - moving forward w/ordering things for number sense routine -<a href="#">Math Resources to order for Kinder Number Sense</a></p> <p>-Foundational Rdg (Eberly)</p> <p>1. I shared the Saxon 1st grade daily lesson plans with you. We want to get your feedback on them. It is focused on giving them direction while beefing up our decodables. Our plan is to get the weeks in between Christmas out this week and work on January on after Christmas break. <a href="#">Saxon daily lessons - 1st</a></p> <p>2. I also shared a Heggerty support page that is still in progress. <a href="#">Heggerty Support</a></p>	<p>Check on Heggerty book order</p> <p>Check on math order</p>
Smith - share resource	We will buy
<p>Report on IC meeting-</p> <ul style="list-style-type: none"> <li>Cambium Practice- Training for Teachers- Beginning of Jan?</li> </ul> <p>Training for Students- Mid Jan? Practice/Model during Warm-ups</p> <ul style="list-style-type: none"> <li>STAAR 2.0 Question Types for 3&amp;4 Math AT2</li> </ul> <p><a href="#">TEA STAAR Results Reporting Timeline</a></p> <p><a href="#">STAAR 2.0 Tools</a></p> <p><a href="#">Powerpoint</a></p> <ul style="list-style-type: none"> <li>Math- Transparency feature/overlay- I think it is confusing 3-4 clicks but students can annotate on the screen but doesn't save when you move to the next question; other schools only have 5 mice per teacher so we can just give students an option if they want to use one</li> <li>BEF Grant Info</li> <li>Emergent Bilingual Training- Trish Flores</li> </ul>	
Discuss next week in PLCs	<p>-Flip - meet with PLC Leads right after Collaboration vs meeting with them a day or so before.</p> <p>-Talk with Leads about leadership things....what support they need for leading.</p>
<p>Science Fair Date- January 25th or 26th?</p> <p>Individual Project Info Letter to go home after Thanksgiving</p>	Science Fair Jan. 25th
AT Data Meetings? During a conference or PLC? Redmon has proposed dates for Math- We don't want to schedule them during their planning days	<p><b>Math:</b></p> <p>1st- option of Dec. 9th or 13th</p> <p>2nd- Nov. 30th</p>

	3rd- Dec. 6th 4th- Dec. 8th <b>ELAR:</b> 3rd- Nov. 29th 2nd- Dec.14th
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**Collaborative Team Meetings/Instruction Needs: Check-in....Celebrations/Needs/Supports**  
**Looking to next week:**

PK: Next Week:	Teacher part - going off the para role discussed this week.
K: Next Week:	Academic conversations
1st: Next Week:	Saxon - alignment, who has WS and who doesn't Academic conversations
2nd: Next Week:	Data - AT
3rd: Next Week:	Data - AT
4th: Next Week:	IC Meeting - no coaches

**Teksguide.org - for ELA (resource shared - great for TEKS alignment, TEK breakdown)**

The BIG 3	
<u>Structured Academic Conversations</u>	<i><u>Structured Academic Conversations</u></i>
<u>Explicit Academic Vocabulary</u>	<i><u>Explicit Vocabulary Instruction</u></i>
<u>Higher Order Thinking Questions</u>	<i><u>Higher Order Thinking Questions</u></i>

**Weekly ILT Meeting Guide & Agenda - 11/10**  
9:00am every Thursday

**Top Three Activities for the Week - Lightning Round**

Ringstaff	Meeting with Warford - C/I	Formals/Pre-conferences	Upcoming events - logistics
Dixon	Attendance	Walkthroughs/T-Tess	TipWalks
Allen	TELPAS in planning	TTESS	Walkthroughs
Redmon	Tip Walks	Romero's- teaching math	Walkthroughs for 3/4/1 with feedback
Battaglia	AT prep in Romero's room	AT makeups- 3rd grade	Look at AT 2 data for 4th gradepp
Easterly			

<b>Millikin</b>			
<b>Smith</b>	Intervention	Testing	Tip Walks

***Teacher Needs & Coaching/Walkthrough Accountability***

<b>Grade</b>	<b>Teacher Name / Need (instruction, classroom management</b>	<b>Who is supporting?</b>
<b>PK</b>		
<b>Kinder</b>		
<b>1st</b>		
<b>2nd</b>		
<b>3rd</b>		
<b>4th</b>		

***Collaborative Team Meetings/Instruction Needs: Check-in....Celebrations/Needs/Supports***

***Looking to next week:***

PK: Next Week:	
K: Next Week:	
1st: Next Week:	
2nd: Next Week:	
3rd: Next Week:	
4th: Next Week:	

***Agenda Items for Today/Future Items, Events, Planning to Discuss***

<b>Agenda Items for PLC Work/Instruction/Campus</b>	<b>Action:</b>
Teacher Morale and Wellness Article	Survey question Be the voice for teachers/LPE
HB 4545 students/minutes check (admin)	
Digital Citizenship Assessment / specifically PK: when?	Pull them by para in a station Date from Psencik
Collective Learning Session #1 = November 16, @ PAC from 1:00-3:00 Psencik, Foster, Me	
Instructional Practice affects behavior	

Fundamental 5 - The Power Zone	
PLC/Instruction	
Vertical Talks in PLC Lead Meeting - incorporate	
NO Mock.....doing Interim - earlier in the window, the better	
Growth Update: low meets to high meets....every category. Must go up within the level to get growth....not just same or better anymore	
What to bring to Data Meetings?	PK- M- R-  K- M- R- BAS Level  1- M- R- BAS Level  2- M- AT2 R- BAS Level  3- M- AT2 R- AT 2 Data, BAS Level  4- M- AT2 Data R- AT2 Data, BAS Level
TIP Walks - new format	

***Teksguide.org - for ELA (resource shared - great for TEKS alignment, TEK breakdown)***

<u>The BIG 3</u>	
<u>Structured Academic Conversations</u>	<i><u>Structured Academic Conversations</u></i>
<u>Explicit Academic Vocabulary</u>	<i><u>Explicit Vocabulary Instruction</u></i>
<u>Higher Order Thinking Questions</u>	<i><u>Higher Order Thinking Questions</u></i>

***Admin: Highest Student Behavior Intervention Need & Additional Admin Support for student/team***

Primary: PK-1st	Older: 2nd-4th

## Weekly ILT Meeting Guide & Agenda - 11/3

9:00am every Thursday

### ***Top Three Activities for the Week - Lightning Round***

<b>Ringstaff</b>	Pre-conferences/T-Tess	Walkthroughs	Schedules: TIP Walks/Sped Para
<b>Dixon</b>	Walkthroughs & T-Tess	Attendance Calls	UIL
<b>Allen</b>	Walkthroughs & T-Tess	Accommodation Training	UIL Support
<b>Redmon</b>	Intervention groups 4th/1st	4th District PLC/ Reading Academy	Walkthroughs for 4th and 1st Interventions and small guided groups
<b>Battaglia</b>	Spanish decodables for P6	Walkthroughs for 3rd and 4th-small group/stations	Finish walkthroughs for K-2-small group/stations
<b>Easterly</b>	Referrals	Project RTI/Piems	New intervention groups
<b>Millikin</b>	Panorama Surveys		
<b>Smith</b>	Phonemic Awareness PD Prep	Pre-K Heggerty Testing New Student Testing	Model Lesson-Math Intervention

### ***Teacher Needs & Coaching/Walkthrough Accountability***

<b>Grade</b>	<b>Teacher Name / Need (instruction, classroom management)</b>	<b>Who is supporting?</b>
<b>PK</b>		
<b>Kinder</b>		
<b>1st</b>		
<b>2nd</b>		
<b>3rd</b>		
<b>4th</b>		

### ***Collaborative Team Meetings/Instruction Needs: Check-in....Celebrations/Needs/Supports***

#### ***Looking to next week:***

PK: Next Week:	
K: Next Week:	Lots of discussion: slides vs. plans. PLC this week: good convo
1st: Next Week:	
2nd: Next Week:	
3rd: Next Week:	
4th: Next Week:	



## Agenda Items for Today/Future Items, Events, Planning to Discuss

Agenda Items for PLC Work/Instruction/Campus	Action:
MTSS: SEL Walkthroughs: Kinder on the wrong day for slides. Evident that wasn't being done consistently. 3:1 - need a refresh Before spring (maybe December) Tege come to PLC: SEL & 3:1	Tege plan to be in a PLC meeting in December
Easterly: Intervention? Issue: 1st grade (late kids - library) Friday - computer time starts Rios and Alvarez - will use some time for them LPAC stuff	
PLC/Instruction	
Where are we talking about HOW to teach things? Intentional Teaching of structures	
Tiered Document: <a href="#">HERE</a> - each grade level will have their own	
Additional Plan Day - days on calendar / structure / \$3500.00	-ICs give me dates for MOY assessments -Admin set structure
TIP Walks - new / <a href="#">Reflection Form</a>	
Data Meetings - week of Nov. 13th What data are we looking at?	
Math Resources - <a href="#">Number Corner</a> Video in action: <a href="https://www.facebook.com/Busy-Bee-Kindergarten-104371944622547/videos/number-corner/437409947497499/">https://www.facebook.com/Busy-Bee-Kindergarten-104371944622547/videos/number-corner/437409947497499/</a>	
Think Up - update from Jessica	

**Teksguide.org - for ELA (resource shared - great for TEKS alignment, TEK breakdown)**

The BIG 3	
Structured Academic Conversations	<i><u>Structured Academic Conversations</u></i>
Explicit Academic Vocabulary	<i><u>Explicit Vocabulary Instruction</u></i>
Higher Order Thinking Questions	<i><u>Higher Order Thinking Questions</u></i>

**Admin: Highest Student Behavior Intervention Need & Additional Admin Support for student/team**

Primary: PK-1st	Older: 2nd-4th

## 9:00am every Thursday

### ***Top Three Activities for the Week - Lightning Round***

<b>Ringstaff</b>	Small group instruction/stations - teams	TTess Cycles starting	Focus Doc/PLC activity doc/Telpas focus poster
<b>Dixon</b>	Attendance/ Parent Communication/ TPM/Truancy	UIL	504 Accommodations
<b>Allen</b>	TTess Cycles	Instructional accommodations list for teachers	Walkthroughs and UIL
<b>Redmon</b>	Walkthroughs- 1,2,3 grades	3rd Math AT data with Make-ups	3rd and 4th Math Intervention groups
<b>Battaglia</b>	Small group instruction-guided reading binders	Coaching cycle- Abbott	3rd grade reading intervention groups
<b>Easterly</b>	Intervention full speed ahead	Piems for Lilly	
<b>Millikin</b>			
<b>Smith</b>	Intervention groups-Amplify	Walkthroughs-K/1st Heggerty Testing-Pre-K	Prep-PLC (think/turn/talk, stations), Team Meetings, Phonemic Awareness PD, Pre-K data

### ***Teacher Needs & Coaching/Walkthrough Accountability***

<b>Grade</b>	<b>Teacher Name / Need (instruction, classroom management</b>	<b>Who is supporting?</b>
<b>PK</b>		
<b>Kinder</b>	Abbott work - Friday when team was out. ICs worked with her.	ICs
<b>1st</b>		
<b>2nd</b>		
<b>3rd</b>		
<b>4th</b>		

### ***Collaborative Team Meetings/Instruction Needs: Check-in....Celebrations/Needs/Supports***

PK	Heggerty - model - Yadira Avila
K	Talk about videos/slides
1st	
2nd	
3rd	
4th	

### ***Agenda Items for Today/Future Items, Events, Planning to Discuss***

Agenda Items for PLC Work/Instruction/Campus	Action:
Heggerty Model and follow up Heggerty Books - ordered?	Allen check with Biv
Check in on Guided Reading - lesson plan template -readers - lesson plan card that comes with books -non-readers - skills and possible reader **By grade level: PK - phonemic skills, sight words K - phonemic skills, phonics skills, sight words, decodable readers 1 - phonics skills, sight words, decodable and leveled readers 2 - phonics skills, sight words, decodable and leveled readers 3 - leveled readers/comprehension/written responses (3Cs) 4 - leveled readers/comprehension/written responses (3Cs)	
TIP Walk - revamped	Ringstaff - schedule/all walking
Reading/Writing Resources: IReady Teacher Toolkit: Think Up and IReady	Jessica will immerse herself in this
Reading/Writing Resource: Story Works	Order for 3rd/4th
Pre-conferences starting FYI	
Kinder - meeting with Lezlie	
Data entry doc...one from Kyle	Lezlie formatting for google sheet
Collaboration - Team Talk vs. PD led by us What do we still have? Schedule out monthly Timing of data talk	

***Teksguide.org - for ELA (resource shared - great for TEKS alignment, TEK breakdown)***

<u>The BIG 3</u>	
<u>Structured Academic Conversations</u>	<i><u>Structured Academic Conversations</u></i>
<u>Explicit Academic Vocabulary</u>	<i><u>Explicit Vocabulary Instruction</u></i>
<u>Higher Order Thinking Questions</u>	<i><u>Higher Order Thinking Questions</u></i>

***Admin: Highest Student Behavior Intervention Need & Additional Admin Support for student/team***

Primary: PK-1st	Older: 2nd-4th

**Weekly ILT Meeting Guide & Agenda - 10/20**  
**9:00am every Thursday**

***Top Three Activities for the Week - Lightning Round***

<b>Ringstaff</b>	Tightening up Instruction structures - focus doc	Structure for ELA - NF/F	SpEd Grades/TTess Formals
<b>Dixon</b>	Attendance & Parent Concerns/ Communication	Walkthroughs/ T-TESS	Safety- Red folders, Alarm issues, Bad Weather Plan
<b>Allen</b>	Walkthroughs	Tightening up Instruction structures - focus doc	TELPAS question focus - introduce charts and track accountability
<b>Redmon</b>	4 Math AT data & makeups	1st Math Intervention Walks- - strategies for small group instruction at teacher table	3rd Math station walks ,,k
<b>Battaglia</b>	Classroom Walkthroughs K and 2	Heggerty assessment support	Small group instruction planning
<b>Easterly</b>	Interventions	accommodations/test	fridays/rti schedule
<b>Millikin</b>	See below		
<b>Smith</b>	Interventions	Heggerty Testing Pre-K	small group instruction planning-Heggerty, phonemic awareness, academic conversations

Low - 75.8%, Med - 18.0%, High 6.3% (goal-under 5%)

Safe: L 83.1%, M 14.1%, H 3.0%

Respect: L 83.8%, M 13.6%, H 2.7%

Respons.: L 76.3%, M 17.4%, H 6.5%

Over represented - White, males

Grades - Second, 1st (high risk)

Teachers - Abbott, A. Alvarado, Burkhardt, C. Cox, Dominguez (Pre-K), Lebron, Morales, Zavala

### ***Teacher Needs & Coaching/Walkthrough Accountability***

<b>Grade</b>	<b>Teacher Name / Need (instruction, classroom management</b>	<b>Who is supporting?</b>
<b>PK</b>	Salcedo: doing ok, wanting to still see small group Heggerty Info to whole team	Ringstaff email Avila
<b>Kinder</b>	Abbott: structures such as dismissal are being shored up What is next step? Instructionally for students to learn	Admin do formal walkthroughs ICs will do walkthrough
<b>1st</b>		
<b>2nd</b>		
<b>3rd</b>		
<b>4th</b>		

### ***Collaborative Team Meetings/Instruction Needs: Check-in....Celebrations/Needs/Supports***

PK	
K	
1st	

2nd	
3rd	
4th	

**Highest Student Behavior Intervention Need & Additional Admin Support for student/team**

Primary: PK-1st	Older: 2nd-4th

**Agenda Items for Today/Future Items, Events, Planning to Discuss**

Agenda Items for PLC Work/Instruction/Campus	Action:
Tickets for showing effort, doing their best - idea	Get tickets Figure out incentives
Data Meetings	
Character Trait - October is Responsibility/November is Compassion	Responsibility: Duran, Psencik Compassion: Hedberg, Tawater
<p>Tier 2 and 3 change - T3/RTI only ones doing Amplify 3rd/4th Reading: RTI: T3, Inclusion R, Dys (Resource: Amplify) Teachers: T2, (Resource: teacher created) Sharing Kids: now</p> <p>3rd/4th Math: RTI: T3, Inclusion M (Resource: Pirate Math/Do the Math?) Teachers: T2 (Resource: teacher created) Sharing Kids: now</p> <p>2nd Reading: RTI: T3, Inclusion, Dys (Resource: Amplify burst) Teachers: T2 (Resource: Instruction Tab in Amplify by skill) Sharing Kids: ???</p> <p>2nd Math: RTI: T3, Inclusion, Dys (Resource: Zearn Lessons below level) Teachers: T2 (Resource: Zearn Lessons on level) Sharing Kids: now</p> <p>1st Reading: RTI: T3, Inclusion, Dys (Resource: Amplify burst) Teachers: T2 (Resource: Amplify grouping lessons) Sharing Kids:</p> <p>1st Math: RTI: T3, Inclusion, Dys (Resource: Zearn Lesson below) Teachers: T2 (Resource: Zearn Lessons on level) Sharing Kids: now</p> <p>Kinder Reading: RTI: T3, Inclusion, Dys (Resource: Amplify burst) Teachers: T2 (Resource:</p>	
Question: number sense in K and 1st?	
Focus/Structures Doc broken down by Tier 1, 2, 3	
ELA - NF and F structure for 3rd and 4th/eventually goes to 2nd	
Telpas Poster	

Calibrate as Team on progression of foundational needs/focus by grade level: PA - Heggerty (PK, K, 1st) Phonics (K, 1st) Where are we going to push teams to align	
Heggerty Data Update - only a few left in K, will start on PK.	Data: take to Collaboration
Training for instructional and testing accommodations	

***Teksguide.org - for ELA (resource shared - great for TEKS alignment, TEK breakdown)***

<u>The BIG 3</u>	
<u>Structured Academic Conversations</u>	<i><u>Structured Academic Conversations</u></i>
<u>Explicit Academic Vocabulary</u>	<i><u>Explicit Vocabulary Instruction</u></i>
<u>Higher Order Thinking Questions</u>	<i><u>Higher Order Thinking Questions</u></i>

## Weekly ILT Meeting Guide & Agenda - 10/13

### 9:00am every Thursday

***Top Three Activities for the Week - Lightning Round***

<b>Ringstaff</b>	Instruction	TTess Goals	Walkthroughs
<b>Dixon</b>	Attendance	Technology/ EFC Devices	Walkthroughs
<b>Allen</b>	Review and approve teacher goals	Walkthroughs - Burkhardt Reset	Parent involvement
<b>Redmon</b>	Data Wall Cards	AT Data and 2nd Grade Math Test Data Meeting on Wednesday	Kinder, Burkhardt
<b>Battaglia</b>	Data Wall for 3rd grade	Heggerty Screener Support for K and 1	Classroom Walkthroughs for K and 2
<b>Easterly</b>	Interventions	Referrals	Reading Academy
<b>Millikin</b>	Celebration for 100 classroom boards filled	UBS data	
<b>Smith</b>	Finish Kinder Heggerty Testing/Input data	Walkthroughs-1st and Pre-K	Interventions-Amplify

***Teacher Needs & Coaching/Walkthrough Accountability***

<b>Ringstaff</b>	Romero: Ringstaff having goal setting meeting and will address.
<b>Dixon</b>	Focusing on Cox (instruction) and Shephard (class management)

<b>Allen</b>	Burkhardt: goal setting meeting to address organization and class management
<b>Redmon</b>	Burkhardt - implements suggestions (wildly) without putting pieces in place/clear on expectations and holding them to it. Organization has to get better. Oliver trying to help get her up here to be more organized. Allen is about have goal setting conferences and will address.
<b>Battaglia</b>	Abbott - videoed lessons and watch/reflection going well Abbott- reset expectations for packing up- took pictures and created anchor chart
<b>PK-1 Instruction</b>	Abbott: getting things to stick after being told Salcedo: Smith will be getting her into other rooms to see exemplars Smith concern: sitting to teach all day, videos to teach and read, no manipulatives (15 in one day)
<b>Pk-4 Class Management</b>	Abbott - Battaglia and Smith

### ***Collaborative Team Meetings: Check-in....Celebrations/Needs/Supports***

PK	Focus on small group instruction
K	Too many videos conversation - amplify small groups based on skills
1st	What is happening during guided reading - amplify groups based on skill
2nd	Strategies for online testing vs gaining knowledge - small group instruction focus
3rd	Online assessments - strategies to use as structures
4th	Online assessments - strategies to use as structures

### ***Teksguide.org - for ELA***

### ***Highest Student Behavior Intervention Need & Additional Admin Support for student/team***

Primary: PK-1st	Older: 2nd-4th

### ***Agenda Items for Today/Future Items, Events, Planning to Discuss***

<b>Agenda Items for Admin</b>	<b>Agenda Items for PLC Work</b>	<b>Agenda Item for ILT</b>
HB4545 minutes	*Focus on Telpas types/poster Focus on the Big 3	Extended PLC needs to be in classrooms
ARD spreadsheet - no going to do	*Reading Levels with comp. (data meeting talk)	Heggerty Testing update?
SpEd update	*Specialist in PLC	Science Fair Dates
Formal Observation schedule	*Purpose of Journals?	SpEd Grades
Collaboration	*Computer time in class (stations)?	*Paper use - Zearn talk
Walks Schedule Goals	*Stations aligning to the current unit?	*USB data all in? done
	Alignment of test scores vs exit	Things from Principals Meeting

	tickets and checkpoints																																											
	How many work samples have we seen so far in Collab?	<p>*Responsibility: Character Trait Summer, Sims, Jasso, Wessman</p> <table border="1"> <thead> <tr> <th>A</th><th>B</th><th></th></tr> </thead> <tbody> <tr> <td>Month</td><td>Trait</td><td></td></tr> <tr> <td>August</td><td>Respect</td><td></td></tr> <tr> <td>September</td><td>Honesty</td><td></td></tr> <tr> <td>October</td><td>Responsibility</td><td></td></tr> <tr> <td>November</td><td>Compassion</td><td></td></tr> <tr> <td>December</td><td>Perseverance</td><td></td></tr> <tr> <td>January</td><td>Loyalty</td><td></td></tr> <tr> <td>February</td><td>Justice</td><td></td></tr> <tr> <td>March</td><td>Self-Reliance</td><td></td></tr> <tr> <td>April</td><td>Self-Discipline</td><td></td></tr> <tr> <td>May</td><td>Integrity</td><td></td></tr> <tr> <td>June</td><td>Honor</td><td></td></tr> <tr> <td>July</td><td>Patriotism</td><td></td></tr> </tbody> </table>	A	B		Month	Trait		August	Respect		September	Honesty		October	Responsibility		November	Compassion		December	Perseverance		January	Loyalty		February	Justice		March	Self-Reliance		April	Self-Discipline		May	Integrity		June	Honor		July	Patriotism	
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May	Integrity																																											
June	Honor																																											
July	Patriotism																																											
	3rd grade ELA? Benchmark	*Meetings with teachers: Oct.																																										
	Focuses and Structures	PLC Time: schedule for what kids do																																										
		*100 brag celebration - crazy socks																																										

<u>The BIG 3</u>	
<u>Structured Academic Conversations</u>	<i>Structured Academic Conversations</i>
<u>Explicit Academic Vocabulary</u>	<i>Explicit Vocabulary Instruction</i>
<u>Higher Order Thinking Questions</u>	<i>Higher Order Thinking Questions</i>

## Weekly ILT Meeting Guide & Agenda - 10/4

### Top Three Activities for the Week - Lightning Round

<b>Ringstaff</b>	CIP	Walkthroughs	Dr. Warford on campus
<b>Dixon</b>	Devices	Attendance	Walkthroughs
<b>Allen</b>	Data Folders	walkthroughs	Yellow folders - Project Education
<b>Redmon</b>	Math Interventions 1-2	Math Interventions 3-4	Reading Academy
<b>Battaglia</b>	Abbott- coaching cycle	Amplify Burst training	Classroom walkthroughs- K and 2
<b>Easterly</b>	Amplify Groups	Intervention Schedule- 2nd Bilingual Plan	Reading Academy



<b>Millikin</b>	Rtl Referrals	New Teacher Mentoring	Classroom Managed Discipline
<b>Smith</b>	Heggerty Testing	Salcedo-coaching cycle	Intervention Groups

***Teacher Needs & Coaching/Walkthrough Accountability***

<b>Ringstaff</b>	Romero: Ringstaff having goal setting meeting and will address.
<b>Dixon</b>	No concerns for new teachers
<b>Allen</b>	Burkhardt: goal setting meeting to address organization and class management
<b>Redmon</b>	Burkhardt - implements suggestions (wildly) without putting pieces in place/clear on expectations and holding them to it. Organization has to get better. Oliver trying to help get her up here to be more organized. Allen is about have goal setting conferences and will address.
<b>Battaglia</b>	Abbott - videoed lessons and watch/reflection going well
<b>PK-1 Instruction</b>	Abbott: getting things to stick after being told Salcedo: Smith will be getting her into other rooms to see exemplars Smith concern: sitting to teach all day, videos to teach and read, no manipulatives (15 in one day)
<b>Pk-4 Class Management</b>	Abbott - Battaglia and Smith

***Collaborative Team Meetings: Check-in....Celebrations/Needs/Supports***

PK	
K	
1st	
2nd	
3rd	Extra support for one to make sure they don't go rogue
4th	

***Highest Student Behavior Intervention Need & Additional Admin Support for student/team***

Primary: PK-1st	Older: 2nd-4th

***Agenda Items for Today/Future Items, Events, Planning to Discuss***

<b>Agenda Items for Admin</b>	<b>Agenda Items for PLC Work</b>	<b>Agenda Item for ILT</b>
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	The Big 3	Heggerty books - Smith reaching out to Eberly
	IReady purchased from last year	Math Groups
	Collaboration - ex 2nd grade	ESF
		Reading Academy reminders
		Bookbag reminders
		Schedule for next week: pull out for rti Check clocks CAMP to grade levels right away - T TH
		Alvarado - K King -1 Oliver - 2 Weathers - 3 Abraham - 4

<u>The BIG 3</u>	
<u>Structured Academic Conversations</u>	<i>Structured Academic Conversations</i>
<u>Explicit Academic Vocabulary</u>	<i>Explicit Vocabulary Instruction</i>
<u>Higher Order Thinking Questions</u>	<i>Higher Order Thinking Questions</i>

## Weekly ILT Meeting Guide & Agenda - 9/22 (no Monday meeting next week)

### Top Three Activities for the Week - Lightning Round

Ringstaff	TPess Goals	CIP	Data Meetings/TTess goals(PLC)
Dixon			
Allen			
Redmon			
Battaglia			

### Teacher Needs & Coaching/Walkthrough Accountability

Ringstaff	
Dixon	

Allen	
Redmon	
Battaglia	
PK-1 Instruction	
Pk-4 Class Management	

***Collaborative Team Meetings: Check-in....Celebrations/Needs/Supports***

PK	
K	
1st	
2nd	
3rd	
4th	

***Highest Student Behavior Intervention Need & Additional Admin Support for student/team***

Primary: PK-1st	Older: 2nd-4th

***Agenda Items for Today/Future Items, Events, Planning to Discuss***

Agenda Items for Admin	Agenda Items for PLC Work	Agenda Item for ILT
<p>Summit K 12 stuff  <b>SummitK12</b>-Thank you to the SK12 administrators who joined our training sessions this past week. This is the <a href="#">agenda</a> we reviewed. <b>Please remember that you need to do the following this week:</b></p> <ul style="list-style-type: none"> <li>• <b>Train your staff (ppts on the agenda). We are also available to help!</b></li> <li>• <b>Enroll students</b></li> <li>• <b>Decide on a <a href="#">schedule</a> and submit it to Trish</b></li> </ul> <p><b>Pre Assessment window for all campuses will open on Sept 26-Sept 30. It is crucial for students to be assessed during this week to have a personal learning plan developed.</b></p>	<p>Campus Goals and CIP goals</p>	<p>-Data Mtgs - week of 26th</p> <p>-Brag Brag for whole campus- Tege taking over</p> <p>-Custodial staff during lunches- 2nd lady comes at 12 instead of 11</p> <p>-Smith Met with Eberly- Moving schedule around to focus more on Kinder &amp; first than PreK- Eberly is worried about conference being split in 2... Smith is happy with what she has for conference.</p> <p>-Alphabet Rainbows Charts- Kinder &amp; 1st</p>

<ul style="list-style-type: none"> <li>● <b>SummitK12- Assessment window for all campuses opens on Monday, Sept 26th- Friday, Sept 30.</b> Campus schedules need to be entered on this <a href="#">document</a>.</li> </ul>		<p>-Duty during PLC Times</p> <p>-Swap 1st &amp; 3rd Grade Data meeting??- Smith out</p> <p>Notes with Easterly-</p> <p>-Data Meetings Starting with Team Leads</p> <p>-Avila has asked 2 Rtl paras about Istation- Paras played dumb- Need to reach out the Distict peeps to inform them of our plan. Jessica is working with teachers to create groups with classroom teachers.</p>
<p><b>Device Usage vs Digital Resources</b></p> <p>-Slide 78 - Tech AP survey....you may have already filled this out.</p> <p>-Slide 78 - Tech AP....spreadsheet linked on digital resources and what we have as a campus.</p> <p>More hotspots coming.....</p>		
<p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>★ Click <a href="#">HERE</a> to access the Revised Attendance Initiative document. A “cleaner” looking document is coming soon. We will share the same information with Assistant Principals at the upcoming meeting next week.</li> <li>★ Don't' forget to start developing your campus calling teams: <a href="#">Guidance for Establishing Campus Calling Teams</a></li> <li>★ Here is the <a href="#">2022-2023 Daily Attendance Monitoring</a> document so you can monitor your ADA. It's looking good so please keep up the good work. If you have any questions about it, please reach out to Carolyn Hoefflein at 27121.</li> <li>★ As a reminder, our district attendance goal is: 93.8%. You can write a campus specific goal by using the following: <i>“Student attendance will increase from XX% to XX%”</i> and should align to your CIP.</li> </ul>		
<p><b>Discipline:</b></p> <ul style="list-style-type: none"> <li>★ Click <a href="#">HERE</a> for the updated list of <b>discipline codes</b> for the 2022-2023 school year. Thank you for your patience as we partner with PEIMS to get everything updated in Student Skyward. As we discussed at the AP Academy in August, the change was made in an effort to “clean up” our overall discipline data. Additionally, our Local Offenses have been more clearly defined and aligned to our Student</li> </ul>		

<p>Code of Conduct.</p> <p>★ Please click <a href="#">HERE</a> for the 2022-2023 Student Services <b>Quick Links Guide</b>.</p> <p>★ <b>Discipline Dashboard</b> - The <a href="#">discipline dashboard</a> is updated for the 22-23 school year. Data is refreshed every Monday morning. Email <a href="#">Chris Tawater</a> if you need access to view this resource. At this time we haven't asked campuses to submit a data reflection. However, please make sure that you are monitoring your discipline data on a consistent basis in an effort to minimize out of class removals and to align our approach to addressing behavioral issues to our practices.</p> <p>★ If you are noticing an increase in referrals being written for classroom managed behaviors according to our <a href="#">BISD Discipline Matrix</a>, I would recommend reviewing the <a href="#">MTSS Slide Deck</a> with staff. Based on your discipline data review, you can align a classroom managed strategy to the behavior. Please remember that the <a href="#">Classroom Decision Making Guide</a> (CDMG) has linked step by step/"how to" strategies to provide to staff. Your campus MTSS Coach has access to instructional videos as well. If you are a campus without a MTSS Coach, please reach out to myself or Casey Lewis , MTSS Coordinator. We can work with you to get you access to these videos.</p>		

## Weekly ILT Meeting Guide & Agenda - 9/16 and 9/19

### Top Three Activities for the Week - Lightning Round

Ringstaff			
Dixon			
Allen			
Redmon			
Battaglia	Coaching cycle for Abbott	Guided Reading Binders	Looking at writing on the spot writing (2-4)

**Teacher Needs & Coaching/Walkthrough Accountability**

Ringstaff	
Dixon	
Allen	
Redmon	
Battaglia	
PK-1 Instruction	
Pk-4 Class Management	

**Collaborative Team Meetings: Check-in....Celebrations/Needs/Supports**

PK	
K	
1st	
2nd	
3rd	
4th	

**Highest Student Behavior Intervention Need & Additional Admin Support for student/team**

Primary: PK-1st	Older: 2nd-4th

**Agenda Items for Today/Future Items, Events, Planning to Discuss**

Agenda Items for Admin	Agenda Items for PLC Work	Agenda Item for ILT
<p>Summit K 12 stuff <b>SummitK12</b>-Thank you to the SK12 administrators who joined our training sessions this past week. This is the <a href="#">agenda</a> we reviewed. <b>Please remember that you need to do the following this week:</b></p> <ul style="list-style-type: none"><li>• <b>Train your staff (ppts on the agenda). We are also available to help!</b></li><li>• <b>Enroll students</b></li><li>• <b>Decide on a <a href="#">schedule</a> and</b></li></ul>	<p>Campus Goals and CIP goals</p>	<p>BOY Assessments K-1 on comp have until 23rd All others have until 29th</p> <p>We will have portfolios due by your data meetings One pager for MClass</p>

<b>submit it to Trish</b>  <b>Pre Assessment window for all campuses will open on Sept 26-Sept 30. It is crucial for students to be assessed during this week to have a personal learning plan developed.</b>		
Sped Spreadsheet	Planning Days - effectiveness?	Data Mtgs - week of 26th
Character Traits Awards		Portfolios and ELPS Folders
		Balance of teacher support vs. student support Schedules
		SpEd - all on same page
		P6 - storage

## Weekly ILT Meeting Guide & Agenda - 9/9/22 and 9/12/22

### ***Top Three Activities for the Week - Lightning Round***

Ringstaff	Campus Goals	Walkthroughs	Reading Academy
Dixon - K, 2nd, 4th	Safety	Walkthroughs	Behavior/ Attendance
Allen PK, 1st, 3rd	Student Portfolios/training - PLCs	Goal folders	Walkthroughs
Redmon	Burkhardt	Plan Days	Portfolios
Battaglia	out		

### ***Teacher Needs & Coaching/Walkthrough Accountability***

Ringstaff	
Dixon	Abbott - behavior/ Classroom Management
Allen	
Redmon	Burkhardt
Battaglia	Abbott - instructional
PK-1 Instruction	
Pk-4	

Class Management	
------------------	--

***Collaborative Team Meetings: Check-in....Celebrations/Needs/Supports***

PK	
K	Supporting the new
1st	
2nd	Supporting the new
3rd	Team dynamics
4th	Math finished data walls, reading still working on data cards

***Highest Student Behavior Intervention Need & Additional Admin Support for student/team***

Primary: PK-1st	Older: 2nd-4th
KK, NA, TS, KC, DM, GR	JS, TS, DS

***Agenda Items for Today/Future Items, Events, Planning to Discuss***

Agenda Items for Admin	Agenda Items for PLC Work	Agenda Item for ILT
<b>LPAC Important Dates</b> <ul style="list-style-type: none"> <li>■ <b>September 1st-September 16-Linguistic accommodations due in Project Education</b></li> <li>■ <b>September 14-LPAC deadline for identifying all newly enrolled EBs who entered the 1st day of school.</b></li> <li>■ <b>September 16-LPAC clerk schedules due to the Multilingual Department</b></li> <li>■ <b>September 21-EB codes in Skyward are updated and verified according to parent permission, program participation and teacher certification.</b></li> <li>■ <a href="#">September BISD LPAC Webpage</a></li> </ul>	Vetting of assessments - ATs  Battaglia and Redmon - checking on dates	BOY Testing - pulse check - will be finished by the end of today mostly. BAS is almost complete.
<b>SK12 Administrator Training-</b> This is the initial training to orient campus administrators to the new reports and also when we will begin the pre-assessment of students prior to using SK12.	Instructional Resources: what don't we have?  Redmon look at this.	Plan Days - explain our time



<ul style="list-style-type: none"> <li>○ Tuesday, Sept 13th 9-10 <a href="#">Google meet link</a></li> <li>○ Thursday, Sept 15 4-5 <a href="#">Google meet link</a></li> </ul>		
-Mentors for DBRCs - who??	Data Cards with primary - white with math and reading on one	Staff Meeting - BIPs, MTSS, IEPs -Mentors for DBRCs - who??
		ESGI - BOY screener

## Weekly ILT Meeting Guide & Agenda - 8/29/22

### ***Top Three Activities for the Week - Lightning Round***

Ringstaff	SBDM Committee members	T-Tess info out to staff	Walkthroughs
Dixon	Grant Devices	Walkthroughs	Abbott
Allen	LPAC New Folders /Project Education	Walkthroughs	
Redmon	Gonzalez- Modeling	Burkhardt- walkthrough	Reading Academy/ 4th Math PLC and Kinder PLC check-in
Battaglia	Abbott	Abbott	Abbott

### ***Teacher Needs & Coaching/Walkthrough Accountability***

Ringstaff	Abbott
Dixon	Abbott
Allen	Abbott
Redmon	Abbott, Gonzalez modeling for instruction, Burkhardt - checkin
Battaglia	Abbott

### ***Collaborative Team Meetings: Check-in....Celebrations/Needs/Supports***

PK	Check on Salcedo doing bilingual testing??
K	
1st	
2nd	

3rd	
4th	

***Highest Student Behavior Intervention Need & Additional Admin Support for student/team***

Primary: PK-1st	Older: 2nd-4th
Nelly, Drake, Tanner, Kolten (cuss words)	Jayden (bringing home stuff to school)
	Jazmin

***Agenda Items for Today/Future Items, Events, Planning to Discuss***

Agenda Items for Admin	Agenda Items for PLC Work	Agenda Item for ILT
SBDM committee	Testing Dates check in - done	
AP sessions doc in PC doc	Writing Sample check in/portfolios - done	
	Lesson plan templates - done	
	Data walls - what do we need? -4th grade ready -ICs working on K-2 using Amplify	
	RTI schedule - done	

**Weekly ILT Meeting Guide & Agenda - 8/22/2022**

***Top Three Activities for the Week - Lightning Round***

Ringstaff	bus issues/schedule	Support schedules	CBS interviews
Dixon	Walk throughs	Device Hand out	Threat Assessment Team
Allen	out	out	out
Redmon	Model Math Block for Gonzalez	Meetings with PLC Leads	Zearn & DNP trainings
Battaglia	BAS Training	Amplify Training	Guided Reading Binders

***Teacher Needs & Coaching/Walkthrough Accountability***

Ringstaff	
Dixon	Burkhardt - check on
Allen	Abbott - working with her and putting in some accountability pieces
Redmon	Gonzalez - lesson plan help - check on
Battaglia	Morales - check on

***Collaborative Team Meetings: Check-in....Celebrations/Needs/Supports***

PK	Day and time of Collab meeting
K	Concerns with TPO and how it looks for kinder.
1st	
2nd	
3rd	
4th	

***Highest Student Behavior Intervention Need & Additional Admin Support for student/team***

Primary: PK-1st	Older: 2nd-4th
Kinder: Nelly, Drake, Tanner,	

***Agenda Items for Today/Future Items, Events, Planning to Discuss***

Agenda Items: Admin	Agenda Items: PLC Work	Agenda Items: Leadership
Admin: campus contact sheet - due Aug. 26 - <a href="#">Assessment Sessions - APs</a> SpEd doc - filled out	-ICs: dates for assessments on doc - due Aug. 31 -Academic Conversations is focus for now	-Roles: how's it going?
Meetings doc: principals checklist	-Goal Folder: discuss w/ Allen: will discuss next week.	-Teacher Support: what is your practice? how is it going? How do you feel it is being perceived?
	-Writing Samples - BOY: sending off to print shop. All will do this Friday.	-Teachers in Need: Abbott, Burkhardt, Gonzalez (instructional)
	-ICs will talk with all teams about lesson plan template.	-Campus Roles: fire drills Ringstaff - 300 Dixon: 200 Allen: 100/portables Biv: 400 Smith: recess side Millikin: car line side  Lockdown: all lockdown except

		admin
	-BAS copies available for teachers -Reading A-Z - resources only	-Chant for students
	-Data Walls in Collab room - when?	-PK paras watching first grade at lunch

## Weekly ILT Meeting Guide & Agenda - 7/27/2022

### ***Top Three Activities for the Week - Lightning Round***

Ringstaff	1.	2.	3.
Dixon	1.	2.	3.
Allen	1.	2.	3.
Redmon	1.	2.	3.
Battaglia	1.	2.	3.

### ***Teacher Needs & Coaching/Walkthrough Accountability***

Ringstaff	
Dixon	
Allen	
Redmon	
Battaglia	

### ***Collaborative Team Meetings: Check-in....Celebrations/Needs/Supports***

PK	
K	
1st	
2nd	
3rd	
4th	

### ***Highest Student Behavior Intervention Need & Additional Admin Support for student/team***

Primary: PK-1st	Older: 2nd-4th
1.	1.
2.	2.
3.	3.
4.	4.

***Agenda Items for Today/Future Items, Events, Planning to Discuss***

Agenda Items for Today
Summer Fun / Personal Histories Activity
Setting Norms for our ILT/set meeting dates and share agenda
Discuss set dates on calendar - create doc
Go over staffing - all positions (talk Sped schedule)
Go over Principals Meeting agenda
Discuss logistics: daily and all things August - will feed into helping finalize things listed below: breakfast, lunch, etc.
3 Big Goals (attendance, culture of the building, instruction) / How do we keep the mission/vision alive?
Discuss overall PLC practices and talk revamp: we don't DO PLC, we ARE a PLC...change names of meetings, etc, discuss agenda for CT meetings, data protocols for CFAs, tight/loose about, lesson planning to learning planning, shift in focus from what are we teaching to what are the students learning, 3 Big Ideas for PLC Work: Focus on Learning, A Collaborative Culture & A Results Orientation It's Not A Meeting; It's A Way of Being article 30-60-90 Day Plan - work with Kyle
Future Items, Events, Planning to Discuss
<b><i>***This meeting is really more a list of things to get done for inservice week***</i></b>
Finalize/clean up master schedule
Finalize HUB and Teacher Toolbox
Line out campus days for Inservice Week
Start revamp of TIP Walk criteria and plan for Learning Walk criteria (we will continue work in Guiding Coalition
Class Lists looked over and tweaked for various reasons....coding of teachers, staff kid requests, Lily adding students
Handbook / Student Code of Conduct addendum to send to Laura Baker
Coaches look at schedule breakdowns vs the newly released ELA/Math minutes

**\*\*Summer Fun**

What were the 2 best memories of summer...with pics...because I love pics :)

**\*\*Personal Histories Activity:**

Why are you an educator?

Share a time when you were afraid?

What is something no one knows about you?

Share primary emotion when you think about the new school year.

\*\*\*\*\*

**Weekly ILT Meeting Guide & Agenda - Master**

***Top Three Activities for the Week - Lightning Round***

Ringstaff			
Dixon			
Allen			
Redmon			
Battaglia			

***Teacher Needs & Coaching/Walkthrough Accountability***

Ringstaff	
Dixon	
Allen	
Redmon	
Battaglia	

***Collaborative Team Meetings: Check-in....Celebrations/Needs/Supports***

PK	
K	
1st	

2nd	
3rd	
4th	

***Highest Student Behavior Intervention Need & Additional Admin Support for student/team***

Primary: PK-1st	Older: 2nd-4th

***Agenda Items for Today/Future Items, Events, Planning to Discuss***

Agenda Items for Admin	Agenda Items for PLC Work	Agenda Item for ILT

**Bastrop Independent School District**

**Mina Elementary**

**2022-2023 Campus Improvement Plan**

**Accountability Rating: B**



**Board Approval Date:** October 7, 2022  
**Public Presentation Date:** October 18, 2022



# Mission Statement

As a leader in innovative, student-centered education, the mission of Bastrop ISD is to ignite passion for life-long learning and to successfully motivate and prepare all students to compete globally by ensuring they are engaged in diverse, rigorous, and relevant learning experiences that incorporate 21st Century skills.

## Vision

### OUR Call to Action

Graduates of Bastrop Independent School District are empowered to become successful and productive in a global society.

## Core Beliefs

### Core Beliefs

A diverse and engaging environment contributes to successful learning.  
Serving the individual needs of all learners is central to our mission.  
Community collaboration directly results in the growth of our schools.  
Education empowers everyone.  
People feel valued when they are heard.  
Involvement beyond the classroom contributes to student success.

### OUR Profiles

#### The Learner...

Communicates effectively, both verbally and non-verbally.  
Engages in collaborative practices.  
Applies fundamental content knowledge.  
Respects and empathizes with others.  
Utilizes critical thinking skills to creatively solve problems.

#### The Teacher...

Communicates effectively, both verbally and non-verbally.  
Exhibits passion about education.  
Designs engaging instruction and adjusts based on student needs.  
Develops and nurtures positive and productive relationships.  
Models life-long learning and content knowledge.

#### The Leader...

Communicates effectively through a variety of means.  
Promotes a vision and fosters an innovative culture that advocates in the best interests of students.

Exemplifies service-oriented leadership.  
Demonstrates adaptability.  
Builds and maintains a school culture that fosters a growth mindset.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Mina Elementary is a neighborhood Pre-Kindergarten through 4th grade Title I campus in Bastrop ISD. Student enrollment at Mina Elementary has seen a huge increase in growth and we are currently serving over 747 students. Attendance rate has steadily decreased over the past 3 years. Mina's teacher to student ratio is 22+:1.

### CAMPUS DEMOGRAPHICS

SCHOOL YEAR	2018-2019	2019-2020	2020-2021	2021-2022
Total Students	656	633	663	747
Boy	53.96%	54.03%	54.60%	51.81%
Girl	46.04%	45.97%	45.40%	48.19%
African American	8.99%	6.95%	7.09%	6.96%
Asian	1.83%	1.74%	1.06%	1.34%
Hispanic	39.63%	41.07%	38.01%	39.63%
Two or more Races	4.42%	6.06%	6.79%	6.69%
Hawaiian/Pac Island	.15%	0.16%	0.45%	.27%
White	44.66%	44.87%	46.30%	44.98%
American Indian/Alaskan	.30%	0.16%	0.30%	.13%
Economically Disadvantaged	55.95%	52.29%	56.56%	60.91%
English Language Learners	2.90%	2.05%	2.56%	4.82%
Gifted & Talented	6.25%	7.58%	6.03%	7.36%
At-Risk	38.72%	36.33%	39.52%	51.0%
Dyslexia	7.93%	5.69%	6.18%	5.3%
Special Education	15.85%	15.48%	15.38%	12.71%

### **Demographics Strengths**

1. A diverse student population enhances the educational experiences of all students, as students bring diverse cultural backgrounds and sets of experiences.
2. Mina has a very active Parent Teacher Association that is focused on supporting students, teachers, and families.
4. Mina's staff is focused on building strong relationships with our families and community.
5. Mina has a relatively low teacher turnover rate at 15% for 2020-2021.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Mina's Attendance Rate 93% **Root Cause:** COVID has presented itself with challenges such as the overall health situations of some families that prevent them from attending school.

**Problem Statement 2:** At risk percentage went up 12% **Root Cause:** COVID left parents and students with a multitude of trauma that has effective their learning and home environment.

# Student Achievement

## Student Achievement Summary

**Mina Elementary met standard for the 2021-2022 school year.**

- Overall Scaled Score - Currently not available
- Domain 1 Student Achievement - 80-B
- Domain 2 School Progress - Currently not available
- Part A: Academic Growth - 72-C
- Part B: Relative Performance - 84-B
- Domain 3 Closing the Gaps - Currently not available

STAAR Data	Approaches	Meets	Masters	Performance Level
<b>3rd Reading 2022</b>	<b>77%</b>	<b>52%</b>	<b>31%</b>	<b>77%</b>
3rd Reading 2021	80%	53%	27%	58%
3 <sup>rd</sup> Reading 2019	89%	53%	36%	59%
STATE 2022	77%	52%	31%	77%
<b>4th Reading 2022</b>	<b>77%</b>	<b>54%</b>	<b>29%</b>	<b>77%</b>
4th Reading 2021	64%	40%	18%	43%
4 <sup>th</sup> Reading 2019	88%	54%	32%	58%
STATE 2022	77%	54%	29%	77%
<b>3rd Math 2022</b>	<b>79%</b>	<b>42%</b>	<b>21%</b>	<b>79%</b>
3rd Math 2021	73%	50%	30%	54%
3 <sup>rd</sup> Math 2019	93%	51%	24%	56%
STATE 2022	70%	42%	21%	70%
<b>4th Math 2022</b>	<b>72%</b>	<b>41%</b>	<b>23%</b>	<b>80%</b>
4 <sup>th</sup> Math 2021	65%	39%	20%	45%
4 <sup>th</sup> Math 2019	82%	57%	38%	59%
STATE 2022	69%	41%	23%	69%

## Met Standard Combined STAAR Data By Group-Approaches & Above

Combined Data	State	All	AA	His	White	SPED	Eco Dis	ELL
Reading		%- %	%--	%- %	%-%	%-	%	%
Math		%	%	%	%	%	%	%

## Pre-K CIRCLE Testing

2021-2022 Pre-K CIRCLE	Does Not Meet	Approches	Meets
At least 20 Upper Case Letters	30%	3%	67%
At least 20 Lower Case Letters	31%	5%	64%
At least 20 Letter Sounds	36%	7%	57%
Writes own Name legible	31%	N/A	69%
Counts up to 10	5%	11%	84%
Recognizes Numerals 0-9	3%	25%	72%
Names Common shapes	2%	6%	92%

## Reading Benchmark Assessment Data

BAS 2021-2022	At/Above Level	Approaching/Below Level	BAS 2020-2021	At/Above Level	Approaching/Below Level
Kinder	74%	26%	Kinder	55%	45%
First	60%	40%	First	52%	48%
Second	71%	29%	Second	73%	17%
Third	57%	43%	Third	60%	40%
Fourth	63%	37%	Fourth	37%	63%

## TELPAS

Mina Elementary 2022						PROGRESS			
Grade	Total Students	Beg.	Int.	Adv.	Adv. High	Lower/Same Progress	1 Level Higher	2 Levels Higher	3 Levels Higher
K	7	0%	43%	57%	0%	N/A	N/A	N/A	N/A
1st	7	0%	71%	14%	14%	75% (5)	25% (2)	0%	0%
2nd	3	67%	33%	0%	0%	100% (3)	0%	0%	0%
3rd	12	8%	58%	17%	8%	83% (10)	17% (2)	0%	0%
4th	7	0%	43%	14%	29%	67% (5)	33% (2)	0%	0%
					Total	23 Students	6 Students	0 Students	0 Students

Assessment data indicates a need for paraprofessionals and teachers dedicated to intervention programming.

### Student Achievement Strengths

1. PENDING 2022 Data Release to compare "Performance Levels", Preliminary STAAR scores show:

- 

2. Reading Benchmark Strengths: *(comparing 2021-2022 with 2020-2021)*

- Kinder increased At/Above Level by 19%
- First Grade increased At/Above Level by 12%
- Fourth Grade increased At/Above Level by 26%

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Students receiving special education services performed at 38% Meets for 3rd Gr. Reading and 15% Meets for 4th Gr. Reading which is significantly below their non-disabled peers. **Root Cause:** Students lack access to direct, targeted, skill specific intervention.



**Problem Statement 2:** Economically Disadvantaged students performed at 62% Meets for 3rd Gr. Reading and at 45% Meets for 4th Gr. Reading. **Root Cause:** Students lack access to direct, targeted, skill specific intervention.

**Problem Statement 3:** 35% of Mina Students were not reading on grade level at the end of the 2021-2022 school year. **Root Cause:** Students lack access to direct, targeted, skill specific intervention.

**Problem Statement 4:** Emergent Bil. students performed at 42% Meets for 3rd Gr. Reading and 29% Meets for 4th Gr. Reading. **Root Cause:** Students lack access to direct, targeted, skill specific intervention.

**Problem Statement 5:** African American students performed at 38% Meets for 3rd Gr. Reading and at 11% Meets for 4th Gr. Reading. **Root Cause:** Students lack access to direct, targeted, skill specific intervention.

# School Culture and Climate

## School Culture and Climate Summary

A positive School Culture and School Climate are things we pride ourselves on at Mina Elementary. Our students and parents are greeted each morning with a smiling face and a warm welcome. Our hallways are safe for all who enter and our faculty and staff work diligently to promote and provide a safe and welcoming environment conducive to hands-on learning that produces productive, thoughtful students. Our inviting atmosphere allows staff, students, and parents to be stakeholders in the educational process. Mina Elementary is proud of the campus culture and the spirit of teamwork that exists between the school and the community. The Mina faculty believes the campus is staffed with nurturing individuals who work to make learning engaging for all students. The faculty is dedicated to making a positive impact in the lives of all students in order to help them grow academically, socially, and emotionally.

## Panorama Student SEL Skills and Competencies

	FALL 2021	SPRING 2022	FALL 2022	Spring 2023
Self Management	69%	71%	73%	74%
Growth Mindset	54%	51%	67%	
School Safety	60%	63%	67%	70%

\*\*\*No Survey Data from ParentsWE DON'T HAVE ANY SURVEY DATA TO GET NEW DATA-CAN WE USE 2022-23 DATA?

## School Culture and Climate Strengths

1. Caring staff committed to academic excellence and student support
2. Week at a Glance - staff memo/newsletter is published in the SMORE.
3. Implementation of Positive Behavior Intervention & Supports, MTTS coach, Classroom Community Circles, and Restorative Discipline
4. Monthly newsletter and calendar sent to parents in hard copy format and electronically
5. Tardy reducing incentive
6. Crisis drills and procedures set in place
7. Mandatory parent conferences in October
8. Family Nights hosted throughout the school year(Art Walk, Literacy Night, Fall Fest/Open House)
9. Musical Performances for each grade level throughout the year
10. Meet the Teacher Night before school year begins
11. Utilization of School Status to communicate with families
12. CLUBS: PE Posse, Art Club, Choir, Run Club, Dance Team

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** OLD: According to the 3rd and 4th grade Student Climate Survey, 57 % of students feel like students are disrespectful to adults. **Root Cause:** Students are not held accountable for their disrespectful behavior.

**Problem Statement 2:** OLD: According to the 3rd and 4th grade Student Climate Survey 49% of students feel like behavior of other students effects their learning. **Root Cause:** Students not having a consistent learning environment for the past 18 months due to COVID..

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

The strength of our staff lies in the fact that we hire teachers that stay at Mina Elementary. All of our staff meet the Highly Qualified standards set by the NCLB. We do not hire teachers or paraprofessionals unless they meet these standards prior to their employment with Mina Elementary. We provide local staff development for teachers, bring in quality trainers to assist in identified curricular areas, and also allow teachers to attend training of their choosing to provide them with tools needed to grow.

Beginning Teachers-7%

1-5 years of experience-21.1%

6-10 years of experience-27.9%

11-20 years of experience-18.8%

Over 20 years of experience-25.1%

## Staff Quality, Recruitment, and Retention Strengths

1. 90% Highly Qualified Teachers
2. High Staff Retention Rate
3. Positive Work Environment
4. High relational capacity between staff and administrators

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Mina went down from 100% highly qualified staff to 90%. **Root Cause:** Due the lack of applicants, the potential candidates are not readily available.

**Problem Statement 2:** Class size for 2021-22 were over the 22:1 ratio. **Root Cause:** Due to limited classroom space, we are unable to hire additional teachers, as well as increase of transfers to Mina allowing more students to attend.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Bastrop ISD utilizes the TEKS Resource System curriculum management system to help organize our curriculum, instruction, and assessment. We also utilize the Lead4Ward Student Learning Reports and TEKS Snapshots, the district clarification documents, the district YAGs, and the results of campus based assessments. The TEKS Resource System promotes 21st Century Skills, including critical thinking and problem solving, communication skills, creativity, collaboration, and information/media literacy skills through unit Performance Assessments. Our grade level teams plan lessons during weekly Professional Learning Communities. They follow the district lesson plan model that includes lesson objectives, high yield instructional strategies, gradual release of responsibility (I do, We do, You do), and format and assessment components. Monthly data meetings take place in order to progress monitor the growth of all students.

## Curriculum, Instruction, and Assessment Strengths

1. Professional Learning Communities- once a week starting at 2pm one grade level daily
2. Instructional Coach for Math and ELAR and Early Literacy Teacher for Pk-1st Grade
3. Additional Teachers for First Grade, Second Grade and Fourth Grade.
4. Summer professional development aligned to district goals
5. Continuous Implementation of Model Classroom Project
6. Implementation of Formative Loop, a foundational math skills program for 1st-4th graders
7. RTI program serving at risk students in reading and in math - One certified teacher, 2 para's
8. Addition of an ESL Para to serve EL students through tutoring and Summit K12 program to prepare for TELPAS
9. High quality tutoring provided by retired/certified teachers.
10. Individualized small group instruction based off Amplify Data (Burst Groups)

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Inconsistency of PLC practices among grade level teams. Some teams utilize "PLC Lite" method vs. intended purpose of the PLC. With these grade levels, PLC time continues to be spent on is spent lesson planning rather than analyzing data, planning for re-teach/intervention, and essential standards work. **Root Cause:** Time on task during PLCs is directed toward lesson planning and activities used vs. utilizing the 4 critical questions.

**Problem Statement 2:** Low achievement scores for SpEd , LEP, Eco Dis, and African American demographics. **Root Cause:** Accessing specific targeted skill interventions daily and providing teachers with the training to disaggregate student data, identify specific needs, and the ability to match appropriate resources needed to target students deficits.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Mina Elementary is a place where family, school, and community come together to support learning. The school offers many opportunities for families to be involved; We believe the school and home connection is the most important resource to achieving success in all areas of development for our students. Mina Elementary has a strong, supportive and involved PTA. This year Volunteers were welcomed back to assist around campus. We had amazing parent volunteers to assist in the Library with our AR Program. Families were welcomed to participate in evening events, such as the Fall Festival, as well as end of year awards programs. We continue to prefer utilizing "School-Status" for all parent communication.

## Parent and Community Engagement Strengths

1. Meet the Teacher
2. PTA
3. Fall Fest
4. Semester Awards Ceremonies
5. Mandatory Parent Conferences
6. Family Nights with student musical performances
7. Home/School Connection Newsletters
8. Pastries with Parents
9. School-Status Communication
10. McTeacher Night
11. PALS
12. Career Day
13. Mentors
14. Dance Team performances at community events
15. Harry Potter Book Club
16. Choir Performances (campus & district level)
17. Marathon Kids
18. Endurance Race
19. Character Parade
20. Red Ribbon Week
21. Art Club
22. Crazy 8's
23. Run Club
24. Run this Town 5K

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** OLD 13% of the 75 families that completed the survey feel like there are extracurricular activities for the child to participate in. **Root Cause:** We were lacking options and platforms to safely engage parents and students on campus due to COVID.

**Problem Statement 2:** Parents are wanting to be more involved on campus. **Root Cause:** We are over crowded when we have events on campus.

# School Context and Organization

## School Context and Organization Summary

Mina Elementary is an in-town school that serves a large number of students, including neighborhood students. Many of Bastrop's largest subdivisions like Hunter's Crossing, Pecan Park, The Colony on FM 969, Casena Ranch, and Riverside Grove are in our zone, as well as the growing development of apartments and new subdivisions. The 2021-2022 school year started with an enrollment of 675 students and ended the year at 784 students. This is up from the prior year, 2020-2021, where the campus started at 557 students and ended the year at 669 students. Mina's enrollment is rising at an approximate rate of 20% each year. Mina Elementary currently serves students in grades PK-4th. We are unique in that we are the one elementary campus within the district that serves students with auditory impairment. We also have a structured RTI program that identifies and provides support for struggling students. We deliver specialized services to students with dyslexia, students who have been identified as gifted and talented, and students served through a life-skills program. This is our third year to house the district ECSE program that includes general education CDC students.

Our staff consists of 3 administrators, 1 school counselor, 1 social worker, 1 school LVN, 47 classroom teachers, 12 special education teachers, 8 support services teachers, 2 instructional coaches, 1 MTSS Coach, 1 Early Intervention Teacher, 3 interpreters, 3 communication facilitators, educational assistants, and 4 office personnel.

Our campus leadership team consists of 6 classroom teachers, 2 instructional coaches, and 3 support staff members.

Our campus site-based committee consists of campus & district employees, business owners, community members, and parents.

## School Context and Organization Strengths

Parents, teachers, and students at Mina Elementary take pride in their school and its record of success. It is our goal to help every child feel welcomed, connected, and a part of our Mina family. We challenge each student to grow in his or her academic abilities, while remembering our commitment to teaching the WHOLE child! Our campus continues to be a team of exceptionally talented and committed staff that is anchored in a passion for this profession.

The Master Schedule has been built to ensure that students who are pulled out for special services are not missing core instruction. Real time teaching minutes are protected and maximized. Our campus focuses on a collaborative nature for decision making and support. We highly value the RTI process and understand the importance of targeted intervention. Academic interventions, WIN time (What Students Need), begin within the first three weeks of school, based on available information and universal screener results. Teachers meet regularly to review student data and plan instruction and intervention based on the needs of the students.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Responding to daily behavior issues, Campus leaders are being pulled in several different directions so it can be difficult to monitor instruction and respond to discipline needs efficiently. **Root Cause:** The need to revisit the resources available to assist in campus discipline and aggressive student behaviors, especially in the lower grade levels.



# Technology

## Technology Summary

Mina Elementary has utilized the campus technology funds over the past several years to obtain more student devices in the classrooms. Each classroom is equipped with a technology compatible TV, document camera and at the end of 2021-2022 school year we were at a one-to-one device for students in 1st through 4th grade.

## Technology Strengths

1. 1:1 devices in all grades but kinder and prek
2. Full time media specialist that supports the computer class
3. Full Wireless Internet coverage
4. Highly responsive technology support
5. Instructional Technology Specialist on campus weekly

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Students are not routinely using the supports provided in digital programs and test platforms. **Root Cause:** Our campus has not provided all teachers with training and monitoring on explicitly teaching students how to use digital supports.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.














**Performance Objective 1:** Strategic Priority:

BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Aligned Performance Objective:

Implement Social Emotional Learning (SEL) curricular resources focused on building community within our classrooms, addressing students' social and emotional needs, and teaching stress management techniques

**Evaluation Data Sources:** observational data, Brag Board data, Discipline data, other campus data source

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Implement campus training resources to ensure meaningful and timely training on MTSS best practices <b>Strategy's Expected Result/Impact:</b> The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner. <b>Staff Responsible for Monitoring:</b> Assistant Principals, MTSS Coach and PBIS Team	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement campus reviews on expectations school wide. Based on student needs we will be proactive in addressing the behaviors before they disturb the learning environment. <b>Strategy's Expected Result/Impact:</b> The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner. <b>Staff Responsible for Monitoring:</b> MTSS coach, assistant principals, and PBIS committee	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement school wide incentives tied to completion of brag boards for PK-4th grade. <b>Strategy's Expected Result/Impact:</b> The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner. <b>Staff Responsible for Monitoring:</b> MTSS coach, assistant principals, and PBIS committee	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1: Student Success and Well-Being:** We will support skill-building opportunities that encourage responsible choices and adaptable competence.


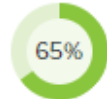


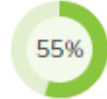



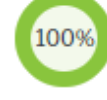




**Performance Objective 2:** Strategic Priority:

BISD will identify work/life skills most important for students to know and create a framework for implementing them.

Aligned Performance Objective:

Increase students' positive self perception of self-management and growth mindset skills

**Evaluation Data Sources:** Panorama SEL student surveys administered two times per year, observational data, Discipline data, other campus data source

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Create a plan to address Social Emotional Learning teacher and student survey data. <b>Strategy's Expected Result/Impact:</b> Using SEL data will allow the PBIS committee to target specific lessons needed for our student population. Aligned SEL lessons will increase student coping skills, social skills and reduce student discipline referrals and absences. <b>Staff Responsible for Monitoring:</b> Assistant Principal, MTSS coach	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Conduct campus investigations that promote and support a safe and orderly learning environment. <b>Strategy's Expected Result/Impact:</b> The MTSS team will meet to review and update current campus investigations and support provided for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner. <b>Staff Responsible for Monitoring:</b> Assistant Principal, MTSS coach, CBS coaches	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Regular review of campus discipline dashboard to identify trends, disproportionality, and possible adaptations. <b>Strategy's Expected Result/Impact:</b> Using SEL data will allow the PBIS committee to target specific lessons needed for our student population. Aligned SEL lessons will increase student coping skills, social skills and reduce student discipline referrals and absences. <b>Staff Responsible for Monitoring:</b> Assistant Principals, MTSS coach, CBS coach, and PBIS committee	Formative		Summative
	Nov	Feb	Apr
			
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**Goal 1: Student Success and Well-Being:** We will support skill-building opportunities that encourage responsible choices and adaptable competence.







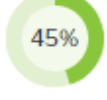

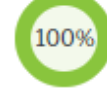




**Performance Objective 3: Strategic Priority:**

BISD will develop systems and structures that value student ownership of their academic and behavioral success.

Aligned Performance Objective:

Increase the percentage of students at Meets Grade Level on STAAR Math from 45% to 57% and STAAR Reading from 62% to 72%

**Evaluation Data Sources:** 2023 Accountability Data, AT data, Mock STAAR Data, Formative assessment data, other campus data source

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Solicit input from campus instructional leaders on grade-appropriate academic and behavioral measures for individual student goal setting. <b>Strategy's Expected Result/Impact:</b> Using academic and SEL data, students will be able to target specific Essentials Standards and monitor their own growth. In doing this, students will take ownership of their learning and motivate them to growth in their learning. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches, Guiding Collation	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Build capacity in all campus teams to implement and facilitate effective PLC structures. <b>Strategy's Expected Result/Impact:</b> By having effective PLC's, grade levels will see a consistent set of standards across the campus and use time effectivity to talk about all students. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches, Guiding Collation	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement campus-wide expectations and policies ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives. <b>Strategy's Expected Result/Impact:</b> Using SEL data will allow the PBIS committee to target specific lessons needed for our student population. Aligned SEL lessons will increase student coping skills, social skills and reduce student discipline referrals and absences. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals. MTSS coach	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 4:** Strategic Priority:

BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Aligned Performance Objective:

Implement Social Emotional Learning (SEL) curricular resources focused on building community within our classrooms, addressing students' social and emotional needs, and teaching stress management techniques

**Evaluation Data Sources:** observational data, Brag Board data, Discipline data, other campus data source


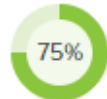













**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 1:** Strategic Priority: BISD will develop and implement comprehensive teaching and learning practices to advance the academic achievement of every student.

Aligned Performance Objective: Increase the percentage of students in grades PK-2 performing on or above grade level in reading from 65% to 80%.

**Evaluation Data Sources:** Amplify, iStation, Instructional Reading Level Checkpoints




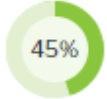


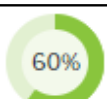
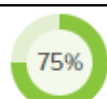
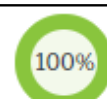




Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Implement an explicit, systematic phonics routine in grades K-2 classrooms with a focus on small group instruction in all K-2 classrooms that provides opportunities for students to transfer the explicit phonics skills obtained. <b>Strategy's Expected Result/Impact:</b> By implementing a routine using explicit phonics skills in a systematic phonics program, K-2 students will be reading on grade level when they exit 4th grade. <b>Staff Responsible for Monitoring:</b> Principal, ELAR Instructional coach, Early Literacy Coach	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement a reading achievement tracking system. <b>Strategy's Expected Result/Impact:</b> By using the "Accelerated Reading" program, students will be encouraged to track their reading achievement by earning points. The points are associated with prizes and students will be motivated to read more, thus raising their reading level. <b>Staff Responsible for Monitoring:</b> Librarian, Principal, Instructional Coach, Classroom Teachers 2nd-4th grade	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Provide coaching for PLC teams in grades PK-2nd to monitor and intervene based off of BISD Essential Standards. <b>Strategy's Expected Result/Impact:</b> By having effective PLC's, grade levels will see a consistent set of standards across the campus and use time effectivity to talk about all students. With students at the focal point of our PLC's, the impact on the growth will increase. <b>Staff Responsible for Monitoring:</b> Principal, Early Literacy Teacher, Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 2:** Strategic Priority: BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.

Aligned Performance Objective: Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet "Closing the Gaps" targets for STAAR Math and Reading

**Evaluation Data Sources:** 2023 Accountability Data


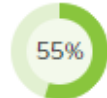


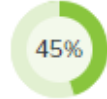








Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide support for classroom co-teach models specifically focused on small groups, stations, and parallel teaching. <b>Strategy's Expected Result/Impact:</b> Strong co-teach practices allow students with disabilities equitable access to the curriculum. When students have access to a guaranteed and viable curriculum they are able to gain a deeper understanding of the content and master essential standards. <b>Staff Responsible for Monitoring:</b> Principal, Special Education Teacher, Classroom Teacher	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement a formative assessment process for monitoring Emergent Bilingual performance in listening, speaking, reading, and writing. <b>Strategy's Expected Result/Impact:</b> Implement a daily schedule for EB students lead by our ESL TA to target Listening, Speaking, Reading and Writing skills by utilizing Summit K12 program. This will increase scores on TELPAS to show one years growth for each EB identified student. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ESL TA	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement coordinated and proactive structures to address intervention and/or enrichment for all students <b>Strategy's Expected Result/Impact:</b> Strong reading and math interventions and/or enrichment practices, during WIN time, allow students with equitable access to the interventions based on 'what they need' . When students have access to a guaranteed and viable interventions, they are able to gain a more growth in their current instruction. <b>Staff Responsible for Monitoring:</b> Principal, RTI Lead Teacher, RTI TA's, GT teacher, Instructional Coaches,	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2: Teaching and Learning Practices:** We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 3:** Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Aligned Performance Objective: Increase training and coaching on implementing the teaching and learning strategies of academic conversations, explicit vocabulary instruction, and higher order thinking questions for all grades levels and content areas

**Evaluation Data Sources:** Possible Data Source(s): Training resources, observational data, T-TESS data






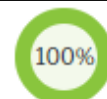
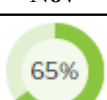
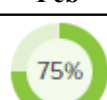
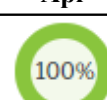




Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Create a focused, year-long plan for implementation and monitoring of the Big 3 <b>Strategy's Expected Result/Impact:</b> At Mina Elementary, we will provide training and support of implementing Big 3 practices (academic conversations, academic vocabulary and HOTQ) in daily instruction. These research based high-yield practices support the learning of all students which ultimately supports the academic achievement and growth in all language domains. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Provide training and ongoing support for the effective use of techniques that encourage critical thinking skills, differentiation, and scaffolded supports. <b>Strategy's Expected Result/Impact:</b> At Mina Elementary, we will provide training and support of implementing Big 3 practices (academic conversations, academic vocabulary and HOTQ) in daily instruction. These research based high-yield practices support the learning of all students which ultimately supports the academic achievement and growth in all language domains. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Create a structure for cross-campus peer observation of Big 3 strategies <b>Strategy's Expected Result/Impact:</b> At Mina Elementary, we will provide training and support of implementing Big 3 practices (academic conversations, academic vocabulary and HOTQ) in daily instruction. These research based high-yield practices support the learning of all students which ultimately supports the academic achievement and growth in all language domains. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, instructional Coaches,	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 1:** Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

Aligned Performance Objective: Student attendance will increase from 92.84% to 94%

**Evaluation Data Sources:** Skyward reports, PEIMS attendance reports







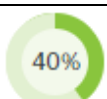
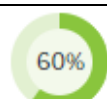
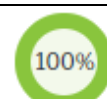




Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Create a campus attendance action plan. <b>Strategy's Expected Result/Impact:</b> Meet and/or exceed the districts attendance goal of 93.8% because we know when students are at school they are learning. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Attendance Clerk, Classroom Teachers, Truancy Officer,	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement truancy prevention process to monitor students with chronic absences and/or who are at high risk for not meeting attendance requirements. <b>Strategy's Expected Result/Impact:</b> Increase our attendance percentage by 2 points; 95% meaning more students are present to receive an education. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Attendance Clerk, Classroom Teachers, Truancy Officer	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement attendance incentive to target attendance, tardies and early pickups. <b>Strategy's Expected Result/Impact:</b> See a decrease in tardies and early pickups and in increase in attendance. Being at school on time ensures students start the day with their peers and when they are pulled out early, they miss out on important instruction. <b>Staff Responsible for Monitoring:</b> Assistant Principal, Attendance Clerk, Classroom teachers	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 2:** Strategic Priority: BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

Aligned Performance Objective: Survey data will show increased positive perceptions of physical and psychological safety at schools


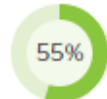




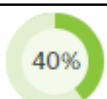
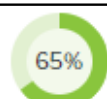
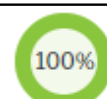




**Evaluation Data Sources:** Panorama SEL student surveys administered two times per year (school safety measure)

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide safety drill training and debrief for staff and students throughout the year. <b>Strategy's Expected Result/Impact:</b> Improve overall response time to a crisis/emergency situation by practicing monthly drills. <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Analyze visitor check-in/check-out practices to determine possible training and/or resource needs <b>Strategy's Expected Result/Impact:</b> Review current practices to ensure they are aligned with campus expectations monthly to address areas of concern in order to decrease the time it takes for tardy students/parent to check-in and get to their classrooms and avoiding lost instruction time. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Improve facility infrastructure to positively impact campus safety <b>Strategy's Expected Result/Impact:</b> Consistency throughout campus for all Teacher & Staff have classroom doors locked during the day; Staff approach unfamiliar guests to ensure check-in at the office; adhere to expected safety protocols established by Campus Safety Team for all areas in and around the campus. Weekly interior and exterior door checks throughout campus completed by Assistant Principals and/or BISD PD and results housed in Safety Binder in the front office to monitor issues and address ongoing issues quickly. <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 3:** Strategic Priority: BISD will enhance its onboarding experience to prepare every new employee for success in BISD.  
 Aligned Performance Objective: Increase teacher retention from 83% to 87%.

**Evaluation Data Sources:** Staff retention data reports






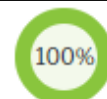
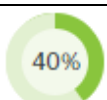
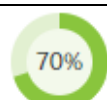
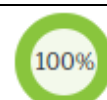




Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Employing personalized strategies to retain staff <b>Strategy's Expected Result/Impact:</b> When teachers feel welcomed, support, and valued on a campus, they are more likely to return from year to year. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Sunshine Committee	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Provide ongoing support for teacher leaders in adult facilitation and team dynamics <b>Strategy's Expected Result/Impact:</b> Time spent on team building and restoration has a huge impact on the quality of education that students receive on a daily basis. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches, Mentors	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice. <b>Strategy's Expected Result/Impact:</b> Teacher seek out feedback, peer observations, and team coaching which has a huge impact on the quality of education that students receive on a daily basis as well as how teachers feel about their teaching ability. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches, Mentors	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4: Collaborative Partnerships:** We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 1:** Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

Aligned Performance Objective: Survey data will show increased positive perceptions of parent and community engagement opportunities

**Evaluation Data Sources:** Stakeholder surveys, staff/family newsletters, agendas, meeting notes, sign-in sheets

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Collaborate with campus PTA to provide support and increase parent engagement efforts <b>Strategy's Expected Result/Impact:</b> Attending our PTA meetings as well as PTA board meetings on our campus, gives a good gauge of how we doing as a campus. They bring ideas and feedback that help make our campus better and stronger. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, PTA Board	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Provide capacity-building events for parents and families on critical aspects of student learning <b>Strategy's Expected Result/Impact:</b> When parents are on our campus, they are seeing all the great things that are taking place along with given ideas, strategies, and activities that they can do at home to support students at home. <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Instructional Coaches	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Integrate multiple communication strategies with families into teacher roles and responsibilities <b>Strategy's Expected Result/Impact:</b> Communication is often the key to a successful school. Keeping everyone informed and on the page, will ensure students are getting the best home to school connection possible. <b>Staff Responsible for Monitoring:</b> Principal, Counselors, Staff PTA members	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








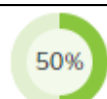
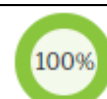






**Goal 4: Collaborative Partnerships:** We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 2:** Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Aligned Performance Objective: Increase in business and community member participation in campus committees and events

**Evaluation Data Sources:** Event listings, staff/family newsletters, agendas, meeting notes, sign-in sheets

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Engage community and business partners in meaningful opportunities to participate <b>Strategy's Expected Result/Impact:</b> Students need to see that the Bastrop community and business they visit are involved in their learning and see that it is just as important as their parents and teachers do. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Recognize community and business participation and/or sponsorship in campus newsletters and on social media <b>Strategy's Expected Result/Impact:</b> Students, parents, and teachers need to see that the Bastrop community and business they visit are involved in their learning and see that it is just as important as they do. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Establish an inclusive campus welcoming system that engages all visitors <b>Strategy's Expected Result/Impact:</b> When parents are on our campus, they are seeing all the great things that are taking place along with given ideas, strategies, and activities that they can do at home to support students at home. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



# State Compensatory

## Budget for Mina Elementary

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 1.5

**Brief Description of SCE Services and/or Programs**

## Personnel for Mina Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
B. Boone	Intervention Paraprofessional	0.5
P. Burchett	Intervention	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
J. Jackson	RtI Paraprofessional	Response to Intervention	1.0
M. Thompson	RtI Paraprofessional	Response to Intervention	1.0

# Addendums



## **Mina Elementary**

### **Title I Parent Involvement Policy**

#### **2022-2023**

Parents and staff at Mina Elementary have developed and agreed on the following Parent Involvement Policy. The policy will be posted on the school website and given out at the Annual Title I meeting. It will also be available in the Mina office for any parent who requests it.

In order to build a dynamic home-school partnership, Mina Elementary will provide the following:

- ✓ An annual meeting where parents will learn about the requirements of the school's Title I program and be given an opportunity to become involved with their child's education. The annual meeting will be in the first semester. A letter will be sent to each child's parent informing them of the date and time. The information will also be posted on the school's website and in the school newsletter.
- ✓ Parent conferences will be held at various times during the day to accommodate the needs of parents. Communication with parents will be in the format and language that they can understand. Title I funds may be used to pay for any expenses to enable parents to participate in school related meetings and training sessions.
- ✓ A description and explanation of the curriculum used, the forms of academic assessments used to measure student progress and proficiency levels students are expected to meet will be provided to parents through teacher conferences, school wide meetings, and the school newsletter.
- ✓ Assistance to parents in understanding the state's academic content standards known as the STAAR (State of Texas Assessment of Academic Readiness) and the state student achievement standards based on STAAR information will be communicated through the school newsletter and a parent information meeting. Results are sent home in the spring when the district receives them.
- ✓ A school-parent compact designed by parents and school staff that outlines how parents, the entire campus staff, and the students will share the responsibility for improvement in student academic achievement.
- ✓ A minimum of one scheduled parent conference where the school-parent compact will be discussed as it relates to the progress of the student, as well as the expectations for the grade level school curriculum, test information, and any other concerns the teacher or parent may have.
- ✓ The opportunity for parents to help review, plan for and make suggestions to improve the Title I program, as well as the Parent Involvement Policy and the School-Parent Compact. One meeting will be scheduled in the fall and one scheduled in the spring.
- ✓ Appropriate parent participation opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their child's education if requested by the parent.
- ✓ Information related to school and parent programs, meetings, and other activities will be sent to parents in a timely manner. Information will be given to parents through

newsletters from the school, the school web site, and classroom teachers. In addition, the school marquee will be used to inform parents of meeting dates.

- ✓ Materials and specific training to help parents work with their children to improve achievement.

Parents and community members are always welcome to make suggestions to improve our schools. By working together we can make the students successful learners. Some of the opportunities that parents may participate in at Mina are listed here:

#### **Bastrop ISD Programs/Services**

- ✓ Gifted and Talented program
- ✓ UIL (University Interscholastic League) Competitions
- ✓ Special Education Services
  - Speech therapy
  - Physical therapy
  - Occupational therapy
  - Special education resource/inclusion programs
- ✓ Response to Intervention Support Teams
- ✓ Researched based intervention programs for qualified students
- ✓ Computer intervention programs with school to home access
- ✓ Dyslexia services
- ✓ Health services
  - Vision/hearing/dental screenings

#### **Mina Elementary Programs/Services**

- ✓ Computer classes
- ✓ Small group tutorials
- ✓ Specials rotation (art/music/PE/computer lab)
- ✓ Grade level field trips

#### **Extra Things That Make Mina Special**

- ✓ Wireless networking to classrooms with computer access
- ✓ LPAC Committee Meetings
- ✓ Team Planning
- ✓ School website with on-campus webmaster
- ✓ Business partners
- ✓ Full-time counselor
- ✓ Mentors
- ✓ Integration Lab
- ✓ Watch Dog program (Dads of Great Students)
- ✓ Most important..... A staff that cares about the welfare and education of your child!!

#### **Student Involvement Opportunities**

- ✓ Choir
- ✓ PE Posse

- ✓ Science Fair
- ✓ Children's book author/storyteller visits
- ✓ 100<sup>th</sup> Day of School
- ✓ Student birthday recognition
- ✓ Red Ribbon Week
- ✓ Spirit Days
- ✓ Green Team

#### **After School Services**

- ✓ STARS
- ✓ ACE

#### **Parent Involvement Opportunities**

- ✓ PTA
- ✓ Title I Meetings
- ✓ Site-Based Decision Making Committee
- ✓ Breakfast/lunch visits
- ✓ Texas Public Schools Week
- ✓ Fall Festival
- ✓ Parent/Teacher Conferences
- ✓ Book Fair
- ✓ Grade Level Programs
- ✓ Volunteer opportunities
- ✓ UIL
- ✓ Thanksgiving Lunch with parents
- ✓ Class Parties
- ✓ Grandparent's day
- ✓ Math/Science Night
- ✓ Family Literacy Night
- ✓ Art Walk

#### **Parent/School Communication**

- ✓ Grade level take home folders/binders
- ✓ Monthly School Newsletter
- ✓ District Newsletters
- ✓ School website
- ✓ Bastrop ISD website
- ✓ School marquee
- ✓ Bastrop Advertiser
- ✓ Mina Elementary Student Handbook
- ✓ Open House
- ✓ Meet the Teacher Night
- ✓ E-mail
- ✓ School Messenger
- ✓ Parent Access on BISD website



## **Mina Elementary**

### **Póliza de participación de padres- Title I**

#### **2022-2023**

Los padres y maestros de Mina elementary han desarrollado la siguiente poliza de participación para los padres. Esta póliza será publicada en la página web y se repartirá en la junta anual de fondos de Título I. También estará disponible en la oficina de Mina para todos los padres que pidan una copia.

Para poder desarrollar una colaboración dinámica entre el hogar y la escuela, Mina Elementary proveerá lo siguiente:

- ✓ Una junta anual donde los padres aprenderán sobre los requerimientos del programa Título I de la escuela y se les dará la oportunidad de involucrarse en la educación de su estudiante. La junta anual será durante el primer semestre. Se mandará una carta con cada estudiante informando a los padres de la fecha y el horario. La información también será publicada en la página web y el boletín de la escuela.
- ✓ Las juntas serán a diferentes horas del día para acomodar sus horarios. Los fondos de Título I pueden ser usados para pagar costos necesarios tales como intérpretes, traductores, cuidado de niños, o visitas al hogar para facilitar la participación de los padres en cuanto a las juntas y sesiones de entrenamiento
- ✓ Una explicación y detalles sobre el currículum que se usa, las formas de los exámenes usados para medir el progreso y nivel de dominio que a los estudiantes se les requiere llegar serán dados a los padres a través de conferencias, juntas y boletines.
- ✓ Asistir a los padres en entender los estándares del contenido estatal conocido como el STAAR (programa de evaluación de estudiantes del estado de Texas) y los resultados de las evaluaciones serán comunicadas por medio del boletín escolar y las juntas con los padres. Los resultados también serán enviados en la primavera cuando sean recibidos por el distrito.
- ✓ Un acuerdo entre la escuela y los padres, diseñado por los padres y personal de la escuela que explica cómo los padres, maestros, y estudiantes comparten la responsabilidad para mejorar el éxito académico estudiantil.
- ✓ Un mínimo de una conferencia con los padres será programada en el cual se discutirá el progreso del estudiante, así como la expectativa del currículum escolar del grado, información de los exámenes, y cualquier otra preocupación que tenga el maestro o los padres.
- ✓ La oportunidad para que los padres ayuden a repasar, planear, y hacer sugerencias para mejorar el programa de Título I, así como la póliza de involucramiento para padres y el acuerdo entre los padres y la escuela. Será programada una junta en el otoño y una en la primavera.
- ✓ Oportunidades adecuadas de participación de los padres en reuniones regulares para formular sugerencias y participar, según proceda, en las decisiones relacionadas con la

educación de su hijo, si así lo solicitan los padres.

- ✓ Información relacionada con la escuela y los programas para los padres, juntas, y otras actividades serán mandadas a la casa con tiempo suficiente. La información se mandará en el boletín escolar, página web de la escuela, y en las clases de los maestros.
- ✓ Materiales y entrenamientos para ayudar a los padres a trabajar con sus hijos y ayudarlos a mejorar académicamente.

Los padres y miembros de la comunidad siempre son bienvenidos a proponer sugerencias para mejorar nuestra escuela. Al trabajar juntos, podemos lograr que nuestros estudiantes aprendan exitosamente. Algunas de las oportunidades para participar en Mina son las siguientes:

#### **Programas/servicios de Bastrop ISD**

- ✓ Programa de Talentosos y Dotados
- ✓ Competencias de UIL (Liga Interescolar Universitaria)
- ✓ Servicios de Educación especial
  - o Terapia del habla
  - o Terapia física
  - o Terapia laboral
  - o Programas de recursos/inclusión de educación especial
- ✓ Equipos de apoyo e intervención
- ✓ Programas de intervención basados en la investigación para estudiantes cualificados
- ✓ Programas de intervención computerizada con acceso entre la escuela y el hogar
- ✓ Servicios para dyslexia
- ✓ Servicios de salud
  - o Chequeos de visión/audición/dental

#### **Programas/servicios de Mina Elementary**

- ✓ Clases de computación
- ✓ Tutoriales en grupos pequeños
- ✓ Rotación de clases de enfoque especial (arte/música/educación física/clases de computación)
- ✓ Excursiones de nivel del grado

#### **Cosas adicionales que hacen que Mina sea especial**

- ✓ Red inalámbrica para las clases con acceso a computadoras
- ✓ Juntas del comité de LPAC
- ✓ Planificación en equipo
- ✓ Página de internet con un administrador en la escuela
- ✓ Colaboradores de negocios
- ✓ Consejeros de tiempo completo
- ✓ Mentores



- ✓ Laboratorio de pruebas de integración
- ✓ Programa de alerta (Padres de grandes estudiantes)
- ✓ Y lo más importante..... Un personal que se preocupa por el bienestar y educación de su estudiante!!

### **Oportunidades de involucramiento estudiantil**

- ✓ Coro
- ✓ Grupo de educación física
- ✓ Feria de ciencias
- ✓ Visitas de autores/narradores de libros infantiles
- ✓ 100 días de escuela
- ✓ Reconocimiento en el cumpleaños del estudiante
- ✓ Semana del Listón rojo
- ✓ Días de espíritu escolar
- ✓ Equipo verde

### **Servicios para cuidado después de escuela**

- ✓ STARS
- ✓ ACE

### **Oportunidades de involucramiento para padres**

- ✓ PTA
- ✓ Juntas del programa de Título I
- ✓ Comité de decisiones escolares
- ✓ Visitas durante el desayuno/almuerzo
- ✓ Semana de las escuelas públicas
- ✓ Festival de otoño
- ✓ Juntas entre padres y maestros
- ✓ Feria de libros
- ✓ Programa del nivel de grado
- ✓ Oportunidades para voluntarios
- ✓ UIL
- ✓ Almuerzo de acción de gracias con los padres
- ✓ Fiestas del salón de clase
- ✓ Día de los abuelos
- ✓ Noche de matemáticas/ciencias
- ✓ Noche de literatura familiar
- ✓ Caminata de arte

### **Comunicación entre los padres y la escuela**

- ✓ Carpetas/folders de tareas
- ✓ Boletín mensual de la escuela
- ✓ Boletín del distrito
- ✓ Página de internet de la escuela
- ✓ Página de internet del distrito de Bastrop
- ✓ Carpa escolar
- ✓ Bastrop Advertiser
- ✓ Guía estudiantil de Mina Elementary
- ✓ Open House
- ✓ Noche para conocer a los maestros
- ✓ Correo electrónico
- ✓ Mensajería de la escuela
- ✓ Acceso para padres a la página de internet del distrito de Bastrop

**Bastrop Independent School District  
Mina Elementary  
School-Parent-Student Compact  
2022-2023**

**SCHOOL RESPONSIBILITIES**

As a professional learning community, Mina Elementary will:

1. Effectively communicate our Mission and Vision to students, parents and other members of the community.
2. Consistently provide high-quality, diverse, balanced, and vertically aligned curriculum and instruction to support student learning.
3. Effectively communicate with parents regarding instruction and assessment at the campus, district, and state levels.
4. Develop and host students with a safe, structured, respectful, and nurturing environment that is conducive to learning.
5. Hold parent conferences to discuss progress, achievement, and collaborate with families to support students.
6. Provide parents with reasonable access to staff.
7. Provide parent involvement opportunities as described in the district and campus Parental Involvement Policy and provide families and other stakeholders with opportunities to access community resources.

**PARENT/GUARDIAN RESPONSIBILITIES**

We, as parents, will support our children's learning in the following ways:

1. Ensure our child is at school every day. Be on time and will not check our child out early unless it's absolutely necessary. We will make this a priority!
2. COMMUNICATE with our child's teacher! Due to mandatory parent conferences in October, we are encouraged to communicate with our child's teacher on a regular basis. We will ask questions, be curious, and wonder! We are our child's first teacher and most important advocate! Every day, we will ask our child, "What did you learn today?"
3. Check our child's STAR Binder DAILY!
4. Read and respond to all school communication.
5. Provide homework support to include a solid 10 minutes of reading nightly.
6. Read and listen to weekly Blackboard updates, and we will be sure that we have our correct phone number and email address on file.

**STUDENT RESPONSIBILITIES**

As a student, I will do my personal best to:

1. Follow Mina Star Expectations  
**BE SAFE. BE RESPECTFUL. BE RESPONSIBLE. BE KIND**
2. Come to school each day ready to learn.
3. Come to school each day with my needed materials to include my STAR binder and reading books.
4. Give my parent any notes or information from my school at the end of each day.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

**Distrito independiente de Bastrop**  
**Mina Elementary**  
**Acuerdo entre la escuela, el padre, y los estudiantes**  
**2022-2023**

**RESPONSABILIDADES DE LA ESCUELA**

Como una comunidad escolar, Mina elementary se compromete a:

1. Comunicar efectivamente nuestra Misión y Visión a los estudiantes, padres y otros miembros de la comunidad.
2. Consistentemente proveer curriculum e instrucción de alta calidad, diversa, balanceada, y alineada para apoyar el aprendizaje del estudiante.
3. Comunicar efectivamente con los padres las instrucciones y exámenes que se tomarán en la escuela, tanto al nivel distrito y estatal.
4. Desarrollar y albergar estudiantes en un ambiente seguro, estructurado, respetuoso y edificante en el cual el aprendizaje sea favorable.
5. Proveer juntas con los padres para repasar progreso, logros, y colaborar con las familias a apoyar a sus estudiantes.
6. Proveer a los padres con acceso razonable al personal de la escuela.
7. Proveer oportunidades para el involucramiento de los padres como lo describe la Póliza de involucramiento de padres y proveer a las familias y organizaciones interesadas acceso a los recursos de la comunidad.

**RESPONSABILIDADES DEL PADRE/TUTOR**

Nosotros, como padres, apoyamos el aprendizaje de nuestros estudiantes en las siguientes maneras:

1. Procurar que nuestro estudiante esté en la escuela todos los días. Llegará a tiempo y no los sacaremos de clase a menos que sea necesario. ¡Esto será nuestra prioridad!
2. Habrá COMUNICACIÓN con el maestro de nuestro estudiante. Se harán juntas mandatorias en octubre, pero habrá comunicación diaria con los maestros. Haremos preguntas y seremos intercesores para nuestros estudiantes Todos los días le preguntaremos a nuestros hijos, "¿Qué aprendiste hoy?"
3. Revisaremos la carpeta de STAR DIARIAMENTE
4. Leer y responder a toda la comunicación que viene de la escuela.
5. Proveer apoyo con las tareas, incluyendo la lectura de 10 minutos diarios.
6. Leer las actualizaciones de Blackboard, y asegurar que el número de teléfono y correo electrónico esté actualizado en todo tiempo.

**RESPONSABILIDADES DEL ESTUDIANTE**

Como estudiante, me comprometo a:

1. Seguir las expectativas de Mina Star  
**SÉ CUIDADOSO. SÉ RESPETUOSO. SÉ RESPONSABLE. SÉ AMABLE**
3. Venir a la escuela todos los días con el material necesario, esto incluye mi carpeta de STAR y mis libros de lectura
4. Le daré a mis padres todas las notas o información de parte de la escuela todos los días.

Firma del estudiante \_\_\_\_\_ Fecha \_\_\_\_\_

Firma del padre/tutor \_\_\_\_\_ Fecha \_\_\_\_\_

Firma del maestro \_\_\_\_\_ Fecha \_\_\_\_\_

**Bastrop Independent School District**  
**Red Rock Elementary**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

Every Roadrunner, Every Minute, Everyday!

## Vision

At Red Rock Elementary, we will achieve high levels of learning, build empowered student advocates through rigorous expectations, scaffolded supports and unconditional love while honoring diversity and celebrating community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

	2019-2020		2020-2021		2021-2022	
Category	Number	Percentage	Number	Percentage	Number	Percentage
<b>Total Student Population</b>	664	100%	630	100%	668	100%
<b>African American</b>	5	0.75%	4	0.63%	5	.75%
<b>Asian</b>	0	0%	0	0%	2	.3%
<b>Hispanic</b>	517	77.86%	506	80.32%	534	79.95%
<b>Multi-Race</b>	17	2.56%	8	1.27%	12	1.8%
<b>Native American</b>	1	0.15%	1	0.16%	0	0%
<b>White</b>	124	18.67%	111	17.62%	115	17.22%
<b>Gender</b>						
<b>Male</b>	330	49.70%	314	49.84%	340	50.9%
<b>Female</b>	334	50.30%	316	50.16%	328	49.1%
<b>English Language Learners</b>	341	51.36%	353	56.03%	372	55.69%
<b>Bilingual</b>	145	21.84%	129	20.48%	101	15.12%
<b>ESL/Alternative Language Program</b>	195	29.37%	224	35.56%	30	4.49%
<b>Economically Disadvantaged</b>	567	85.39%	537	85.24%	593	88.77%
<b>Gifted and Talented</b>	32	4.82%	23	3.65%	18	2.69%
<b>At-Risk</b>	477	71.84%	460	73.02%	574	85.93%
<b>Special Education</b>	80	12.05%	76	12.06%	93	13.92%



## Demographics Strengths

The at-risk identified population has been stable for the last couple of years at approximately 72%.

All EL students have been captured in a language program. This allows students to access the programming and accommodations they need.

ED- Increased by 4% from previous school year

At Risk population increased by 13%

Sped population increased by 2%

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** We currently have 372 Emergent Bilingual students and only 101 are served in a true bilingual setting. **Root Cause:** At RRE, the EL demographic population continues to grow at a rate faster than there are certified Bilingual teachers available. There is a marked decline in the amount of certified bilingual educators that are applying to BISD and in teaching programs focused on bilingual certification.

**Problem Statement 2:** At RRE, there continues to be an under-identification of economically disadvantaged students. **Root Cause:** Several factors contribute to the under-identification of students of poverty including: lack of parent understanding and education and fear of coming to the campus or completing standardized forms.

**Problem Statement 3:** At Risk student population has grown by 13%. **Root Cause:** This is due to the loss of instructional opportunities due to COVID shutdowns and quarantines, bus route cancellations and a lack of bilingual professionals to support a large emergent bilingual population.

# Student Achievement

## Student Achievement Summary

STAAR Performance 2022	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests							
Approaches GL or Above							
Meets GL or Above							
Masters GL							
Total Percentage Points							
Component Score							
STAAR Performance 2021	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	215	219	120			554	
Approaches GL or Above	77	76	22			175	32%
Meets GL or Above	32	31	9			72	13%
Masters GL	13	16	2			31	6%
Total Percentage Points							51%
Component Score							17
STAAR Performance 2019	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	229	231	115			575	
Approaches GL or Above	133	152	46			331	58%
Meets GL or Above	58	72	14			144	25%
Masters GL	30	26	4			60	10%
Total Percentage Points							93%
Component Score							31

Assessment data indicates a need for paraprofessionals and teachers dedicated to intervention programming.

## Student Achievement Strengths

In the closing the gaps and progress domains, RRE has made significant gains. STAAR 2022 preliminary results indicate a score of 90 in the progress domain and met criteria for all sub-pops in the closing the gaps progress domain.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** At Red Rock Elementary, students in 3rd and 4th grades demonstrated overall performance regression on state STAAR assessments in Reading and Math from 2019 to 2021. However, STAAR data has begun to recover in 2022. Reading data had growths of 22% in 3rd and 30% in 4th. Math data had growths of 28% in 3rd and 26% in 4th. **Root Cause:** Student achievement has been negatively impacted by COVID due to the inconsistent access to educational opportunities such as daily guided reading, guided math, tutoring support and targeted intervention; however, data indicates consistent access to high quality instruction and interventions specifically designed for students needs they are able to make significant academic growth.

# School Culture and Climate

## School Culture and Climate Summary

Quality feedback and discussion from staff, parents, and students indicate the ongoing need to continue to nurture a school climate that can reach and sustain an expectation of high achievement, as well as, one that promotes a growth mindset for every student and every staff member. The campus leadership team consisting of administration, instructional coaches, and team leads from every grade level participated in PLC institute at the beginning of the 21-22 school year and rewrote our Mission and Vision to address the goal of high academic achievement and a collective responsibility for all. RRE leadership and staff adopted collective commitments of being positive, present and professional in all interactions; being prepared before the day begins; collaborate by valuing all voices and listening to understand; assume positive intent and extend grace; and All Roadrunners are OUR Roadrunners. We have made progress in this area and students and staff are showing an increased growth mindset. Our students gave great effort in 21-22 as evidenced in our assessment data growth. Parents were appreciative of being welcomed back on campus for activities and assemblies. Grade level teams have been increasingly collaborative and their efforts have shown growth for students. As a campus, systems have become more consistent and effective, collaboration has grown, students and staff are increasingly reflective, and this has all aided in the realization of our new adopted mission of Every Roadrunner, Every Minute, Every Day. As we enter the 22-23 school year, we are committed to maintain momentum by building upon the increased teacher collaboration, student growth and collective responsibility for all Roadrunners.

## School Culture and Climate Strengths

1. Red Rock Elementary's school based leadership team identified several strengths including a very clean and organized school and environment, overall positive staff and parent relationships and perceptions, a focus on limited interruptions during learning time, a frequently visible administrative team and coaches, staff and student sense of safety, and consistent and deep use of PBIS practices on the campus.
2. 100% full time staff at RRE are highly qualified and certified.
3. Teachers have grown in understanding, use and implementation of technology into instruction, assessment and data analysis.
4. Additional paraprofessional positions have been added to support small group instruction.
5. 7 out of 8 of our leadership team (Administration, RTI Leads, Counselor and Instructional Coaches) return from the 2021-2022 school year, providing leadership continuity.
6. 100% of teachers:
  1. greet students at the door and conduct a "temperature check" to build relationships and provide a support.
  2. utilize Brag Boards to incentivise Safe, Respectful, Responsible and Kind behaviors and choices.
7. We have a school wide acknowledgment system that rewards the entire school community for completing 50 Brag Boards.
8. Each class offers opportunities to gain extra recess through class perfect daily attendance and completion of class brag boards.
9. New teachers are supported through a New Teacher PLC, guided by one of our instructional coaches.
10. Throughout the summer and every morning of the school year, our library is open to the community for check-out.

11. RRE makes an effort to focus on the needs of each individual learner through one on one meetings and small group instruction, which has supported academic growth and the building of authentic relationships.
12. Teachers contact parents frequently and our parents are very supportive. Therefore, this builds trust and open communication from school to home and vice versa.
13. Teams are increasingly collaborative through the implementation of the PLC process and TEKS deconstruction, which supports the instructional growth of all.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Attendance continues to vary due to many issues, some completely out of our control or the control of our community. This can affect a students potential growth, their relationships on campus, their ability to build meaningful relationships and their overall connection to RRE **Root Cause:** Several factors contribute to the attendance issues including lack of transportation when a student misses the bus, occasional cancellation of bus routes and lack of access to medical care when students are sick. Students will need access to attendance recovery when their attendance is below 90%.

**Problem Statement 2:** The language barrier between our staff and our community can limit our abilities to connect to students and families. This could also lead to anxieties on the part of our families. This can affect relationships, trust and communication. **Root Cause:** 56% of our population are Emergent Bilingual students. We are an exception school and therefore are unable to offer bilingual education beyond the 1st grade due to staffing concerns. We are also receiving an increased number of students enrolling that are new to country.

**Problem Statement 3:** Staff retention continues to be a concern for RRE. This can create continuity and consistency concerns, while also adding extra responsibilities for team members who are supporting new teachers and staff. **Root Cause:** Our rural location, lack of affordable housing and increased gas prices makes it difficult to retain and recruit commuting teachers. With the increased demand on teachers, they need extra opportunities to plan lessons aligned to needs of students.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

This year, RRE retained 67% of the teaching staff. To support new teachers, RRE has a new teacher PLC that will be lead by our MTSS coach. New teachers also have additional access to an assigned mentor, campus Instructional Coaches for modeling, learning walks and extra support with planning. For teachers identified as performing below state/district standards, they participate in coaching cycles with campus instructional coaches, district specialists or outside coaches aligned to their specific need.

## Staff Quality, Recruitment, and Retention Strengths

RRE has an active Instructional Leadership Team that has taken ownership of the New Teacher PLC. Veteran teachers plan the agenda and support new to profession staff.

Our Instructional Coaches work closely with new to profession teaching staff, which support staff retention and quality.

BISD has expanded and improved the mentor teacher program which has supported new to profession staff.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** RRE staff turnover continues to be an area of growth. Ten teachers resigned and two teachers retired from their positions. **Root Cause:** RRE is located in an isolated area of Bastrop county which makes locating housing close to the campus challenging and commutes to RRE longer than other campuses within the district. Of the 10 teacher resignations, five teachers transferred to campuses closer to their home within the district and two left the district for positions closer to their home.

**Problem Statement 2:** In order to retain high quality staff, teachers need leadership opportunities and access to high quality professional development. **Root Cause:** Because of the high amount of new to profession teachers, RRE has focused much of the professional development funds on supporting these teachers with Model Classroom Project, Guided Reading Coaching and Sheltered Instruction. We also need to support the leadership development of staff especially the Instructional Leadership Team through Solution Tree/Admin leadership/PLC training and coaching.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Red Rock Elementary School serves ECSE through 4<sup>th</sup> grade students from the community of Red Rock, Texas. The school opened in 2000. The population has grown to 668 students currently. In grades PK-3 the students are served by a single teacher for core subject areas and in grade 4 the students receive core instruction from two teachers (math/science and ELAR). All students attend one specials class per day (physical education twice a week, computer, music, and art). Curriculum used for core content areas consists of TEKS resource system, BISD Curriculum website, and integration of state approved, district adopted instructional materials in all core subjects and fine arts. Teachers across the district implemented and focus on Essential Standards to support the learning and growth of all students as they progress to each grade level.

Departmentalization in grade 4 allows for stronger teacher content knowledge, content planning, and teacher focus. This increases depth of knowledge for students and teachers and helps to focus on small group instruction and improvement outcomes.

Additionally, RRE has implemented extended Data Planning time by continuing the 2pm-3:45pm time daily, which results in focused conversation of student data, small groups, and intervention practices and plans. All grade levels participate in extended Data Planning time once per week in order to better target Tier I, II, and III instruction. Teachers will have a focus of targeting Essential Standards throughout the intervention and small group instruction and will review progress measures, District, and Common Assessments to effectively group and monitor student data and performance. To facilitate and coach teacher teams through the planning process, we see a need for an instructional coach position.

Teachers continue to receive training on Big 3 Instructional Practices and Sheltered Instruction practices to promote the highest yield strategies that best support the students of Red Rock Elementary.

## Curriculum, Instruction, and Assessment Strengths

1. RRE needs assessment identified the focus on Sheltered Instruction and Big 3 strategies, instructional focus student data folders, conferencing, PLC refinements, and extended data planning focusing on essential standards and guided reading and math practices.
2. Also noted as a strength is the comprehensive Response to Intervention program which includes push in and pull out intervention, teacher and student data tracking assistance and planning, tutoring support, and increased efficiency in early intervention of dyslexia and special education.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** At Red Rock Elementary, peer observations and mentor/mentee learning walks are underutilized to showcase positive instructional practices with less than 30% teacher participation. **Root Cause:** Teachers might feel there is a lack of time to participate in a learning walk and effectively debrief to implement seen strategies and structures.

**Problem Statement 2:** At RRE there is a continued need to focus on sheltered instruction practices. Specifically planned higher order thinking questions, student talk, and vocabulary enhancement practices according to district walkthrough data and campus observations. **Root Cause:** During the last two years RRE hired 25 new to teaching, new to district, or new to campus staff members. These individuals have received minimal sheltered instruction and Big 3 training to help support the practices in the classroom.

**Problem Statement 3:** Monitoring Tier 1, 2 and 3 student achievement on grade level assessments indicates a need to ensure all learners are exposed to grade level curriculum and

rigor during whole group direct teach and small group instruction time. Monitoring is increasingly more important as more students have shown significant instructional gaps due to COVID interruptions. **Root Cause:** While Tier 3 students receive pullout to intervene for global skill gaps, they continue to need access to grade level content. Aligning guided math and guided reading lessons to essential standards is imperative to combat the instructional loss due to COVID interruptions. Teachers need access to high-quality/student engaging curricular ancillary materials to support tier 1 instruction.



# Parent and Community Engagement

## Parent and Community Engagement Summary

Red Rock Elementary is a rural campus, situated in an area where population is dispersed widely. Approximately 85% of RRE students ride the bus to and from school each day. Additionally, there are few businesses located geographically close to the school, but the campus has successfully forged ongoing partnerships with Red Rock General Store, Bluebonnet Electric, and Seidel's Country Store to enhance services, support students and families and involve community businesses in the school's growth. Our CIS Case Manager provides tremendous support to our families and students through individual/group sessions, parenting support and helping connect families to available resources.

RRE engages families through weekly parent communication through student folders, phone blasts and twice monthly school-wide newsletters. Parents were invited to participate in parent-teacher conferences. Grade level programs have returned to onsite along with family engagement nights such as: Math/Science Night, Literacy Night, Trunk or Treat, and our career fair. RRE hosts the RISE (Red Rock Interplanetary Space Exploration) program for 4th graders and their parents to participate in a mock mission to Mars. We actively recruit mentors for RRE, utilize retired and former RRE teachers as student tutors, and offer STARS and ACE after school programs to support instruction and build community. Bus transportation is available for ACE students, as well.

Our career day was a great success as we welcomed many representatives from our community, including the County Commissioner, lawyers, military, and college professors. Read across America week was a success as we had volunteers come read to our classrooms from HR and members outside the community. Red Rock was invited to the “Boring Company” to show how they support the community and Tesla. 2nd grade participated in a district career day. Mad science came to support the RISE Program. We had a traveling zoo come out to show our kids some unique animals. We welcomed the Half Helen van for students to complete vision screenings and fulfill vision needs. The Chemistry Road Show from Texas AM honored students and staff with an instructional chemistry presentation.

We are committed to continuing our current partnerships, while actively pursuing new opportunities to invite businesses, community members and families to our campus.

## Parent and Community Engagement Strengths

All front office staff at RRE are bilingual to best support our entire community.

Our RISE program is lead by one of our assistant principals, is supported by one of our instructional coaches, and partners with NASA to provide a group of 4th graders and their parents the opportunity to experience a mock mission to Mars.

COVID safety procedures limited on campus family and community engagement events for the 20-21 school year. However, during the 21-22 school year, we again allowed parents to walk their children to class in the morning and invited families to award ceremonies, family nights, assemblies and school programs. Campus programs are introduced to families in both English and Spanish.

RRE staff and community members participate in the “Angel Tree” every Christmas season to help support families during the holiday season.

RRE now hosts universal free breakfast for every student, universal free lunch for every student, and the NIBBLES backpack food program for families in need each week. We also house a small clothes and shoes closet in the nurse's office for students in need.

WalMart and Bluebonnet Electric continue to partner with RRE to provide school supplies and volunteers for different school events.

Community In Schools has supported students and families through individual and group sessions; social skills training; parenting support; helping families access local resources and aid; and home visits. The impact has been very positive with an increase in student/family engagement and a reduction of behavior referrals.

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** At Red Rock Elementary, parent volunteers, campus based mentors and PTA membership are not representative of the population and economically disadvantaged and Spanish speaking families continue to be underrepresented. **Root Cause:** Our community was still recovering from anxiety about the pandemic and safety procedures, cost of PTA membership, and a lack of understanding of how to join in with school volunteer events may limit involvement.

**Problem Statement 2:** At Red Rock Elementary, there is minimal involvement and participation from local businesses compared with other areas of BISD. **Root Cause:** Due to the geographic location of the school, there are few local businesses in the area compared to other campuses.

**Problem Statement 3:** Due to our rural location RRE families have limited access. At RRE we will open the library for summer use to all community members and families. Families will be invited and encouraged to participate in school wide events such as Stem with Santa and Literacy Night. **Root Cause:** Covid continues to take a toll on families in the community by limiting their access.

# School Context and Organization

## School Context and Organization Summary

Red Rock Elementary will begin its 22nd year serving elementary students in BISD for the 2021-22 school year. Red Rock Elementary is a rural campus, situated 13 miles down farm road 20, approximately halfway between Bastrop and Lockhart. The campus welcomed students back for the 21-22 school year with an initial enrollment of approximately 664 students. Red Rock Elementary serves students in grades ECSC/PK-4th grade. In the 22-23 school year in grades PK-3, the students are served by a single teacher for core subject areas. In 4th grade, students are departmentalized and receive math/science instruction from one teacher and ELAR instruction from another. All students attend one specials class per day (physical education twice a week, computer, music, and art once a week). Curriculum used for core content areas consists of TEKS resource system, BISD Curriculum website, and integration of state approved, district adopted instructional materials in all core subjects and fine arts. RRE provides a full-day prekindergarten programming for students. Additionally, RRE has increased elementary teacher PLC time by adding a 2pm-3:45pm time daily. Each grade level will receive a PLC time each day of the week. All certified teachers will participate in PLC training to further understand the PLC process. RRE has 56% EL students and to better meet the needs of these students, all certified teachers will participate in Sheltered Instruction training this school year. Select teachers will participate in grade level solution tree observations and feed back and guided reading coaching sessions. BISD established a partnership with CIS in the 19-20 school year. This partnership continues to grow and has provided strong support of our students and families.

## School Context and Organization Strengths

Red Rock Elementary has a full team serving in Response to Intervention allowing for push in and pull out services for all Tier 3 students and ongoing student growth monitoring and meetings. During the 22-23 school year we continue to have an added certified teacher supporting RTI. This year, the team provides targeted instruction to support the reading development using the Amplify and BURST.

The campus also includes a very active PTA and both school leadership and PTA are implementing improvements to the involvement of all student populations and families.

RRE engaged in Model Classroom Project training in order to consistently meet the needs of students by focusing on horizontal and vertical alignment specifically addressing student friendly objectives and academic vocabulary.

Also noted as a strength is the comprehensive Response to Intervention program which includes push in and pull out intervention, teacher and student data tracking assistance and planning, increased efficiency in early intervention of dyslexia and special education, and consistency in small group instruction across the campus.

The campus has developed a system for weekly content and grade level PLC's, collaborative lesson planning, and shared leadership with professional development provided as needed as well as coaching & observations with feedback from Solution Tree.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** High turnover rate of teachers and inability to fill positions with certified staff make it difficult to grow as a complete faculty and support student growth.

**Root Cause:** Red Rock has traditionally lost staff due to location and distance from Bastrop. Many staff who leave move to campuses closer to Bastrop.

**Problem Statement 2:** Lack of available substitutes willing to work at Red Rock which results in paras being pulled from their responsibilities to cover classes which impacts student interventions and small group instruction. **Root Cause:** BISD has struggled to get substitute applications which greatly impacts the campus.

# Technology

## Technology Summary

Students and staff at Red Rock Elementary employ a variety of technology, both equipment and software to promote student success. Beginning the 22-23 school year Red Rock Elementary will be utilizing Amplify and Burst programming for assessment and interventions in Reading. Red Rock will begin using Zearn for assessments, math fact practice, and intervention support for 2nd-4th grade. Teachers also use a variety of engaging software to infuse digital learning into instruction, including Go Noodle, Brain Pop, Kahoot, STEMscopes, SeeSaw, and Scholastic Literacy Pro. The campus received a grant to support students in technology called Project Lead the Way. This was taught during the computer specials time and will continue to the 22-23 school year. From 2015-22, the campus furnished all classrooms with projectors, document cameras, presentation pointers, additional student devices, and projectable TVs. Red Rock Elementary was able to start the 22-23 school year with teacher having 1:1 devices in 1-4th grade in order to meet student need; we will continue to work towards K-4 1:1 device in every classroom. We have also worked to support the growth of our STEM opportunities for students and have them available for check out in the library. During the 21-22 school year the Robotics and Coding club will begin utilizing these devices. Red Rock Elementary continues to allocate additional general budget funds each year to address this technology needs; such as, replacing broken or unusable devices and more devices for paraprofessional and substitute use.

## Technology Strengths

1. From 2015-21, the campus furnished all classrooms with projectors, document cameras, presentation pointers, projectable TVs, and additional student devices. To meet ongoing infrastructure and technology device needs, Red Rock Elementary continues to allocate additional general budget funds each year to address this need.
2. RRE library media specialist and district personnel developed a system for beginning and end of year technology procedures, hardware maintenance and monitoring, and equipment systematic replacement that will improve device lifespan and replacement time cycles.
3. RRE uses Amplify and Burst reading programming; as well as, Zearn math programming to provide prescribed reading and math interventions. Student progress is monitored and shared with staff regularly at the student, teacher, and grade level to promote student achievement growth.
4. Many RRE teachers have begun to explore and use a variety of interactive programs/engagement platforms with consistency including Class Dojo, Seesaw, STEMscopes, and Kahoot.
5. RRE has been able to become a 1:1 campus for grades 1-4 and continues to build up student devices to ensure continual growth for campus wide 1:1.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Continuing demand and need for student devices to make RRE a 1:1 campus for all grade levels. **Root Cause:** Red Rock Elementary continues to need more student devices to support each student to have a device readily available to them for learning needs.

**Problem Statement 2:** Access to technology has increased but many staff do not know how to utilize materials to their full potential. This includes applications and materials in the classroom. **Root Cause:** Teachers do not have additional opportunities to learn how to implement the new programs into their daily use and the daily use of TVs ensuring students are doing application minutes daily.

**Problem Statement 3:** Teachers continue to need support on the applications that they use daily and throughout the school year. **Root Cause:** There isn't a yearly professional development on Project Education, Skyward, and intervention applications for veteran teachers after their first year.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Homeless data
- Gifted and talented data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data



**Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals










**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.








**Performance Objective 1:** Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Aligned Performance Objective: Update and implement Social Emotional Learning (SEL) curricular resources focused on building community within BISD classrooms, addressing students' social and emotional needs, and teaching stress management techniques

**Evaluation Data Sources:** District SEL student surveys, upgraded curricular resources, observational data

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Implement campus training resources to ensure meaningful and timely training on MTSS best practices <b>Strategy's Expected Result/Impact:</b> Implementing best MTSS practices will create a safe learning environment for all students. <b>Staff Responsible for Monitoring:</b> MTSS coach, MTSS committee, APs and Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner. <b>Strategy's Expected Result/Impact:</b> Implementing best MTSS practices will create a safe learning environment for all students. They will also be able to make needed adjustments to ensure our practices/procedures are aligned to current needs of the campus. <b>Staff Responsible for Monitoring:</b> MTSS coach, MTSS committee, APs and Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> RRE will establish common campus expectations through an active MTSS committee and practices including a positive reinforcement systems such as Beep Beep Store, Brag Boards and Character Commendations. <b>Strategy's Expected Result/Impact:</b> Increased stakeholder understanding of common expectations and a safer learning environment. <b>Staff Responsible for Monitoring:</b> MTSS coach, MTSS committee, APs and Principal  <b>Funding Sources:</b> Supplies for Beep Beep Store - 211 - Title I, Part A - \$1,000	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Reviews		
<b>Strategy 4:</b> RRE will staff and utilize Campus Behavior Support personnel to improve student behavior and increase learning time. <b>Strategy's Expected Result/Impact:</b> There will be a reduction in student referrals and an increase in learning time for all students. <b>Staff Responsible for Monitoring:</b> Admin team and CBS coach  <b>Funding Sources:</b> CBS coach salary (50% funded by title 1/50% funded SPED) - 211 - Title I, Part A - \$11,205	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			














**Goal 1: Student Success and Well-Being:** We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 2:** Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.

Aligned Performance Objective: Increase students' positive self perception of self-management and growth mindset skills

**Evaluation Data Sources:** Social Emotional Learning student survey data collected two times per year.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Create a plan to address Social Emotional Learning teacher and student survey data <b>Strategy's Expected Result/Impact:</b> Using SEL data will allow the MTSS committee to target specific lessons needed for our student population. Aligned SEL lessons will increase student coping skills, social skills and reduce student discipline referrals and absences. <b>Staff Responsible for Monitoring:</b> MTSS coach, MTSS committee, APs and Principal	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Conduct campus investigations that promote and support a safe and orderly learning environment <b>Strategy's Expected Result/Impact:</b> Increased consistency among investigations and referral data. <b>Staff Responsible for Monitoring:</b> MTSS committee and Admin Team	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Regular review of campus discipline dashboard to identify trends, disproportionality, and possible adaptations <b>Strategy's Expected Result/Impact:</b> Increased consistency among investigations and referral data. This data will also allow us to target specific trends/needs at the campus level. <b>Staff Responsible for Monitoring:</b> MTSS committee and admin team	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 3:** Strategic Priority: BISD will develop systems and structures that value student ownership of their academic and behavioral success.

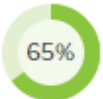
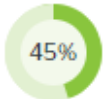




Aligned Performance Objective: Increase the percentage of students at Meets Grade Level on STAAR Math from 30% to 40% and STAAR Reading from 28% to 40%.














**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** District and campus-created assessments, 2023 Accountability Data

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Solicit input from campus instructional leaders on grade-appropriate and feasible academic and behavioral measures for individual student goal setting <b>Strategy's Expected Result/Impact:</b> As students set personal goals for their learning, they take on additional ownership of their learning thus positively impacting academic achievement. <b>Staff Responsible for Monitoring:</b> ICs and Leadership team  <b>Funding Sources:</b> Instructional Coach - 199 - State Compensatory Education - \$60,000	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Build capacity in all campus teams to implement and facilitate effective PLC structures through continued coaching support with Solution Tree. <b>Strategy's Expected Result/Impact:</b> Strong PLC practices support the learning of all students. Teachers having a clear understanding of what they are teaching and the student mastery for that TEK builds the academic achievement of all learners. <b>Staff Responsible for Monitoring:</b> ICs, ILT, Admin team	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement campus-wide expectations and policies ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives. <b>Strategy's Expected Result/Impact:</b> Strong PBIS practices support a calm and efficient learning environment as instruction time is maximized through strong routines/procedures. Classrooms should be organized in a manner to allow students access to needed materials (including their devices). <b>Staff Responsible for Monitoring:</b> MTSS, ICs and Admin  <b>Funding Sources:</b> computer cabinets - 211 - Title I, Part A - \$15,000	Formative		Summative
	Nov	Feb	Apr
			
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Implement Zearn to supplement instruction in math and Amplify to supplement instruction in reading. <b>Strategy's Expected Result/Impact:</b> Supplemental instruction allows students time to work on very targeted skills that are identified through screeners and testing data. Students working on targeted skills increases their academic achievement. <b>Staff Responsible for Monitoring:</b> RtI, ICs, ELT and Admin  <b>Funding Sources:</b> Zearn Journals - 211 - Title I, Part A - \$3,000	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Students will have access to supplemental programs such as Brain Pop, Jr and Pebble Go to allow them to make visual connections to essential standards being taught. <b>Strategy's Expected Result/Impact:</b> When students have access to a visual representation of the standard being taught, it increases their ability to connect with the content and further build their background knowledge. <b>Staff Responsible for Monitoring:</b> ICs, Library Media Specialist and Admin  <b>Funding Sources:</b> Brain Pop Jr and Pebble Go - 211 - Title I, Part A - \$3,000	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			




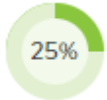





**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.








**Performance Objective 1:** Strategic Priority: BISD will develop and implement comprehensive teaching and learning practices to advance the academic achievement of every student.

Aligned Performance Objective: Increase the percentage of students in grades PK-2 performing on or above grade level in reading from 50% to 70%.

**Evaluation Data Sources:** Amplify, iStation, instructional reading level checkpoints

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Implement an explicit, systematic phonics routine in grade K-2 classrooms. <b>Strategy's Expected Result/Impact:</b> Systematic phonics routines will build the reading fluency and decoding skills for all students in K-2 which will grow their overall reading comprehension skills. <b>Staff Responsible for Monitoring:</b> ELT, ICs and Admin	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement small group instruction in grade K-2 classrooms that focuses on transferring explicit phonics skills. <b>Strategy's Expected Result/Impact:</b> Explicit instruction at the small group table allows students to practice their identified targeted reading skills which will grow their overall reading fluency and comprehension. <b>Staff Responsible for Monitoring:</b> ELT, ICs and Admin	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Reading Essential Standards will be tracked in grades PK-2. <b>Strategy's Expected Result/Impact:</b> Tracking essential standards allows staff to plan instruction based specifically on student needs. Instruction aligned to student needs grows the overall academic achievement of all learners. <b>Staff Responsible for Monitoring:</b> ELT, ICs and Admin	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Provide coaching for PLC teams in grades PK-2nd to monitor and intervene on BISD Essential Standards <b>Strategy's Expected Result/Impact:</b> Strong PLC practices support the learning of all students. Teachers having a clear understanding of what they are teaching and the student mastery for that TEK builds the academic achievement of all learners. <b>Staff Responsible for Monitoring:</b> ELT, ICs and Admin  <b>Funding Sources:</b> PK Guidelines Vertical Handbook - 211 - Title I, Part A - \$200	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			















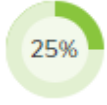






**Goal 2:** Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 2:** Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading.

**Evaluation Data Sources:** District-created assessments, 2023 Accountability Data

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide support for classroom co-teach models specifically focused on small groups, stations, and parallel teaching <b>Strategy's Expected Result/Impact:</b> Strong co-teach practices allow students with disabilities equitable access to the curriculum. When students have access to a guaranteed and viable curriculum they are able to gain a deeper understanding of the content and master essential standards. <b>Staff Responsible for Monitoring:</b> SPED team, ELT, ICs and Admin	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement Simultaneous Word Study structures to support English language proficiency of Emergent Bilingual students <b>Strategy's Expected Result/Impact:</b> When students able to bridge the connections between the English and Spanish language they are better able to equitably grow in all language domains (Reading, Writing, Listening and Speaking) for both languages. <b>Staff Responsible for Monitoring:</b> ELT, ICs and Admin	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implement a formative assessment process for monitoring Emergent Bilingual performance in listening, speaking, reading, and writing in grades 2-4 using Summit K-12. <b>Strategy's Expected Result/Impact:</b> Emergent Bilingual Students need consistent access to opportunities to practice all of their language domains. Student TELPAS scores will be positively impacted by this consistency. <b>Staff Responsible for Monitoring:</b> ICs and Admin  <b>Funding Sources:</b> Headphones - 211 - Title I, Part A - \$1,000	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Implement coordinated and proactive structures to address intervention and/or enrichment for all students <b>Strategy's Expected Result/Impact:</b> Targeted interventions based on student data grows all students academic achievement. These interventions focus on supporting gaps in essential standards skills and time for extension with students that have mastered identified essential standards. <b>Staff Responsible for Monitoring:</b> ELT, RtI leads, ICs and Admin  <b>Funding Sources:</b> Math Manipulatives - 211 - Title I, Part A - \$1,000	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> RRE has a reading intervention block for students in grades K-4 and students in grades 1st-4th also have a math intervention blocks. <b>Strategy's Expected Result/Impact:</b> Targeted interventions based on student data grows all students academic achievement. These interventions focus on supporting gaps in essential standards skills and time for extension with students that have mastered identified essential standards. Tutors will be available to provide targeted intervention for skills gaps of students in grades K-4. <b>Staff Responsible for Monitoring:</b> ICs, ELT, RtI leads and Admin  <b>Funding Sources:</b> Tutors - 211 - Title I, Part A - \$17,000, Tutors - 199 - State Compensatory Education - \$13,650	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			







**Goal 2: Teaching and Learning Practices:** We will implement innovative strategies to facilitate ownership of academic mastery for all learners.








**Performance Objective 3:** Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Aligned Performance Objective: Increase training and coaching on implementing the teaching and learning strategies of academic conversations, explicit vocabulary instruction, and higher order thinking questions for all grades levels and content areas.

**Evaluation Data Sources:** Training resources, staff surveys, observational data, T-TESS data

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Create a focused, year-long plan for implementation and monitoring of the Big 3 <b>Strategy's Expected Result/Impact:</b> RRE will provide training and support of implementing Big 3 practices (academic conversations, academic vocabulary and HOTQ) in daily instruction. These research based high-yield practices support the learning of all students which ultimately supports the academic achievement and growth in all language domains. <b>Staff Responsible for Monitoring:</b> ELT, ICs and Admin	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Staff will participate in learning walks to further develop their understanding of Big 3 practices. <b>Strategy's Expected Result/Impact:</b> Teachers participating in learning walks allows them a deeper understanding of Big 3 practices and how to implement these practices within their classrooms. Big 3 practices engage all learners which positively impacts student achievement and growth in their language domains. <b>Staff Responsible for Monitoring:</b> ELT, ICs and Admin  <b>Funding Sources:</b> Substitutes for learning walks - 211 - Title I, Part A - \$1,000	Formative		Summative
	Nov	Feb	Apr
			

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> ICs and ELT will provide coaching support during planning times and unit deconstructions to teams with a focus on Big 3 practices (Academic Conversations, Academic Vocabulary and HOTQ). Teams will intentionally include Big 3 practices in their daily lesson plans for Reading and Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Specifically planning/including Big 3 practices (academic conversations, academic vocabulary and HOTQ) in daily lesson plans supports alignment to the targeted essential standard and increases student ownership of their learning. These research based high-yield practices support the academic achievement and growth in all language domains for all learners.</p> <p><b>Staff Responsible for Monitoring:</b> ICs ELT, and Admin</p> <p><b>Funding Sources:</b> 1/2 day planning days for teacher teams - 211 - Title I, Part A - \$8,500, Extra Duty Pay for Paras in Teaching positions to plan with IC - 211 - Title I, Part A - \$3,300</p>	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**Goal 3:** Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.










**Performance Objective 1:** Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.








Aligned Performance Objective: Student attendance will increase from 90.6% to 93.8%.

**Evaluation Data Sources:** PEIMS Attendance reports

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue to work towards getting families and student to campus daily

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Create a written campus attendance action plan <b>Strategy's Expected Result/Impact:</b> A written campus action plan allows the attendance committee to have a targeted intervention plan to support students with chronic absenteeism. Increased student attendance supports the student's academic and social development. <b>Staff Responsible for Monitoring:</b> Attendance clerk, Attendance Committee and Admin	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement a written process for truancy prevention to monitor students with chronic absences or who are at high risk for not meeting attendance requirements <b>Strategy's Expected Result/Impact:</b> RRE will follow the BISD attendance protocols for students with chronic absenteeism. Truancy prevention measures will be developed based on students targeted need which will increase their overall attendance. Increased attendance supports the student's overall academic and social development. <b>Funding Sources:</b> Extra Duty Pay for Attendance Recovery - 211 - Title I, Part A - \$3,000	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Provide training to Campus staff on the district's procedures to address attendance requirements <b>Strategy's Expected Result/Impact:</b> When staff have a deeper understanding of attendance requirements, they become more involved in helping families understand the importance of student attendance which will positively impact the attendance of the campus. <b>Staff Responsible for Monitoring:</b> Attendance Committee, Attendance Clerk and Admin	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Students with perfect attendance will be recognized at each 9-weeks grading period and at each awards ceremony. Classrooms with perfect attendance will be celebrated using the campus-wide brag board. <b>Strategy's Expected Result/Impact:</b> Celebrating perfect attendance of students increases their desire to attend school which supports their social and academic growth.	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.














**Performance Objective 2:** Strategic Priority: BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

Aligned Performance Objectives: Survey data will show increased positive perceptions of physical and psychological safety at schools.

**Evaluation Data Sources:** Social Emotional Learning student survey data, specifically the School Safety Measure, collected two times per year.

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue to grow and learn our security systems

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide safety drill training and debrief for staff and students throughout the year <b>Strategy's Expected Result/Impact:</b> All staff and students will be trained on safety drill procedures and participate in practice drills that are aligned to the I Love You Guys safety protocols. Training and practice allows staff and students to be better prepared for potential emergent situations which increases the safety of all students. <b>Staff Responsible for Monitoring:</b> Admin and District PD	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Analyze visitor check-in/check-out practices to determine possible training and/or resource needs <b>Strategy's Expected Result/Impact:</b> Analyzing visitor check-in practices and making adjustments as needed increases the safety of all learners. <b>Staff Responsible for Monitoring:</b> Admin and Front Office Team	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Improve facility infrastructure to positively impact campus safety <b>Strategy's Expected Result/Impact:</b> All staff have been trained on the BISD safety protocols. Admin and District PD walk the campus each day to ensure safety protocols are being followed which has increased the overall safety of the campus. All maintenance needs regarding safety are turned in immediately and our campus police officer is made aware. <b>Staff Responsible for Monitoring:</b> Admin and District PD	Formative		Summative
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.










**Performance Objective 3:** Strategic Priority: BISD will enhance its on-boarding experience to prepare every new employee for success in BISD.

Aligned Performance Objective: Increase the retention of teachers new to the district from 75% to 80%








**Evaluation Data Sources:** Staff retention data reports, staff survey data, exit interview data

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue to work towards on-boarding and retaining

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Employing personalized strategies to retain staff such as mentoring supports and new teacher support. <b>Strategy's Expected Result/Impact:</b> Supporting new to campus/profession teachers increases their connection to the campus which ultimately increases teacher retention. <b>Staff Responsible for Monitoring:</b> Admin, ICs, MTSS and mentor teachers	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Develop normed tools and processes to conduct observations, capture trends, and track progress over time. <b>Strategy's Expected Result/Impact:</b> RRE will utilize the BISD walk-through forms, T-TESS observation tool, and student data to track campus trends and progress. Targeted plans of support will be developed for staff needing extra coaching. Normed practices allow RRE an objective plan to support the development of the teaching team. <b>Staff Responsible for Monitoring:</b> ICs, MTSS and Admin	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> The Instructional Leadership team will receive training in facilitating PLC practices and team dynamics <b>Strategy's Expected Result/Impact:</b> Strong PLC practices increases the understanding of all learners. Growing the leadership capacity of teacher leaders increases the shared ownership of the achievement of all students. <b>Staff Responsible for Monitoring:</b> ILT, ICs, ELT, MTSS and Admin  <b>Funding Sources:</b> PLC Stipends - 211 - Title I, Part A - \$21,000	Formative		Summative
	Nov	Feb	Apr
			



Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice. <b>Strategy's Expected Result/Impact:</b> When teachers receive consistent and actionable feedback they are able to immediately impact student learning with adjustments to their instructional practices. <b>Staff Responsible for Monitoring:</b> ICs, MTSS, ELT and Admin	Formative		Summative
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			









**Goal 4:** Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.




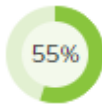






**Performance Objective 1:** Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

Aligned Performance Objective: Survey data will show increased positive perceptions of parent and community engagement opportunities.

**Evaluation Data Sources:** Stakeholder surveys, staff/family newsletters, meeting agendas, minutes, and sign-in sheets

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Administer customized surveys for parents and families to determine specific engagement needs <b>Strategy's Expected Result/Impact:</b> BISD administers at least one parent survey per year to gain feedback on engagement needs. RRE provides platforms for feedback at Title 1 meetings in the fall and spring. Feedback from families allows RRE to plan for strategies to support families and increase the school/home connection. <b>Staff Responsible for Monitoring:</b> Admin	Formative		Summative
	Nov	Feb	Apr
	N/A		
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Implement strategic processes to support the unique needs of families of students experiencing homelessness, foster care students, and migrant students. These students will have access to our school counselor and Communities in Schools program. <b>Strategy's Expected Result/Impact:</b> When students' basic needs are supported, they are better able to develop social and academic skills. <b>Staff Responsible for Monitoring:</b> Counselor, CIS and Admin	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Collaborate with campus PTA to provide support and increase parent engagement efforts <b>Strategy's Expected Result/Impact:</b> A strong home to school connection increases the overall academic achievement and attendance of all learners. <b>Staff Responsible for Monitoring:</b> Admin  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative		Summative
	Nov	Feb	Apr
			

Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Provide capacity-building events for parents and families to support the reading, math and science skills of students. <b>Strategy's Expected Result/Impact:</b> RRE will host summer library hours, Kickstart for PK/K registration, a literacy and math/science night that teaches parents strategies to support the academic development of their students. A strong home to school connection increases the overall academic achievement and attendance of all learners. <b>Staff Responsible for Monitoring:</b> ICs, ELT, MTSS and Admin  <b>Funding Sources:</b> Family Capacity Builders for Kickstart, STEM and Literacy Night - 211 - Title I, Part A - \$2,022, Library Summers Hours (para pay) - 211 - Title I, Part A - \$1,000	Formative		Summative
	Nov	Feb	Apr
			
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Integrate multiple communication strategies with families into teacher roles and responsibilities <b>Strategy's Expected Result/Impact:</b> When families are able to easily understand campus events, they are able to become more involved with the school and their child's learning. <b>Staff Responsible for Monitoring:</b> Admin	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			



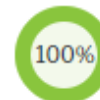










**Goal 4: Collaborative Partnerships:** We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 2:** Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Aligned Performance Objective: Increase in business and community member participation in district and campus committees and events.

**Evaluation Data Sources:** Event listings, meeting rosters, Online platform registration and usage

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Engage community and business partners in meaningful opportunities to participate such as mentoring and career day. <b>Strategy's Expected Result/Impact:</b> Engaging community partners provides students to learn about a variety of career paths which increases their understanding of the importance of school. <b>Staff Responsible for Monitoring:</b> Counselor, CIS and Admin	Formative		Summative
	Nov	Feb	Apr
			
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Establish an inclusive campus welcoming system that engages all visitors <b>Strategy's Expected Result/Impact:</b> When families feel welcome at the campus they increase their participation with the campus. A strong home to school connection increases the learning for all students. <b>Staff Responsible for Monitoring:</b> Front Office Team and Admin	Formative		Summative
	Nov	Feb	Apr
			
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> RRE will have a variety of volunteer opportunities for families to participate in. <b>Strategy's Expected Result/Impact:</b> A strong home to school connection increases the overall academic achievement and attendance of all learners. <b>Staff Responsible for Monitoring:</b> Admin and Counselor	Formative		Summative
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

# State Compensatory

## Budget for Red Rock Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 6.1

Brief Description of SCE Services and/or Programs

## Personnel for Red Rock Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
A. Vinklarek	RtI Paraprofessional	0.9
B. Torres-Vargas	RtI Paraprofessional	0.9
J. Clarke	RtI Paraprofessional	0.9
J. Moore	Intervention	1
L. Wieland	Intervention	1
M. Soto	Intervention Paraprofessional	0.5
R. Solache	RtI Paraprofessional	0.9

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
C. Arredondo	RtI Paraprofessional	Response to Intervention	1.0
C. Caperton	Instructional Coach	Curriculum and Instruction	1.0

# Campus Funding Summary

199 - State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Instructional Coach		\$60,000.00
2	2	5	Tutors		\$13,650.00
Sub-Total					\$73,650.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplies for Beep Beep Store		\$1,000.00
1	1	4	CBS coach salary (50% funded by title 1/50% funded SPED)		\$11,205.00
1	3	3	computer cabinets		\$15,000.00
1	3	4	Zearn Journals		\$3,000.00
1	3	5	Brain Pop Jr and Pebble Go		\$3,000.00
2	1	4	PK Guidelines Vertical Handbook		\$200.00
2	2	3	Headphones		\$1,000.00
2	2	4	Math Manipulatives		\$1,000.00
2	2	5	Tutors		\$17,000.00
2	3	2	Substitutes for learning walks		\$1,000.00
2	3	3	Extra Duty Pay for Paras in Teaching positions to plan with IC		\$3,300.00
2	3	3	1/2 day planning days for teacher teams		\$8,500.00
3	1	2	Extra Duty Pay for Attendance Recovery		\$3,000.00
3	3	3	PLC Stipends		\$21,000.00
4	1	4	Family Capacity Builders for Kickstart, STEM and Literacy Night		\$2,022.00
4	1	4	Library Summers Hours (para pay)		\$1,000.00
Sub-Total					\$92,227.00

# Addendums





## Red Rock Elementary – Parent and Family Engagement Policy

Parents and staff at Red Rock Elementary have developed and agreed on the following Parent and Family Engagement Policy. The policy will be sent home with the last report card of the year and at the beginning of the school year at parent/teacher conferences.

In order to build a dynamic home-school partnership we will provide the following:

- An annual meeting where parents will learn about the requirements of the school's Title I program and be given an opportunity to become involved with their child's education.
- Parent meetings and conferences held during the first semester at different times during the day to accommodate the needs of parents.
- A description and explanation of the curriculum used, the forms of academic assessments used to measure student progress and proficiency levels students are expected to meet will be provided to parents through conferences, meetings, and newsletters.
- A school-parent compact designed by parents and school staff that outlines how parents, staff, and the students will share the responsibility for improvement in student academic achievement.
- Information relating to school and parent programs, meetings, and other activities will be sent to parents in a timely manner.
- Materials and specific training, such as make-n-takes, to help parents work with their children to improve achievement.

Parents and community members are always welcome at our school. By making suggestions to improve our school and by working together we can make all the students at Red Rock Elementary successful learners.



## Red Rock Primaria- Póliza de participación de los padres y la familia

Los padres y el personal de la Primaria de Red Rock han desarrollado y acordado la siguiente Póliza de participación de los padres y la familia. La póliza se enviará a casa con el último boletín de calificaciones del año y al comienzo del año escolar en las conferencias de padres / maestros.

Para construir una asociación dinámica entre el hogar y la escuela, proporcionaremos lo siguiente:

- Una reunión anual donde los padres aprenderán sobre los requisitos del programa Título I de la escuela y tendrán la oportunidad de participar en la educación de sus hijos.
- Reuniones de padres y conferencias celebradas durante el primer semestre en diferentes momentos durante el día para acomodar las necesidades de los padres.
- A través de conferencias, reuniones y boletines informativos, se proporcionará a los padres una descripción y explicación del plan de estudios utilizado, las formas de evaluaciones académicas utilizadas para medir el progreso del estudiante y los niveles de competencia que se espera que los estudiantes cumplan.
- Un pacto entre la escuela y los padres diseñado por los padres y el personal de la escuela que describe cómo los padres, el personal y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes.
- La información relacionada con la escuela y los programas para padres, reuniones y otras actividades se enviará a los padres de manera oportuna.
- Materiales y entrenamientos específicos, como hacer y tomar, para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento.

Los padres y los miembros de la comunidad siempre son bienvenidos en nuestra escuela. Al hacer sugerencias para mejorar nuestra escuela y al trabajar juntos, podemos hacer que todos los estudiantes de la Escuela Primaria Red Rock sean estudiantes exitosos.

# Red Rock Elementary

## School-Parent-Student Compact 2022-2023

### School Responsibilities

As a professional learning community, Red Rock Elementary will:

- Effectively communicate our Mission and Vision to students, parents and other members of the community.
- Consistently provide high-quality, diverse, balanced, and vertically aligned curriculum and instruction to support student learning through onsite and virtual platforms.
- Effectively communicate with parents regarding instruction and assessment at the campus, district, and state levels.
- Develop and host students with a safe, structured, respectful, and nurturing environment that is conducive to learning both in the onsite and virtual classroom.
- Provide parents with reasonable access to staff along with holding parent conferences to discuss progress, achievement, and collaborating with families to support students.
- Provide parent involvement opportunities as described in the district and campus Parental Involvement Policy and provide families and other stakeholders with opportunities to access community resources.

### Parent/Guardian Responsibilities

We, as parents/guardians, will support our children's learning in the following ways:

- Ensure your child is at school every day. Be on time and do not check your child out early unless it's absolutely necessary. Please make this a priority.
- Communicate with your child's teacher. We will hold parent conferences in October and ask that you participate in one for your child. You are encouraged to communicate with your child's teacher on a regular basis. Ask questions, be curious, and wonder. You are your child's first teacher and most important advocate. Every day, ask your child, "What did you learn today?"
- Check your child's Take home folder daily. .
- Read and respond to all school communication. School communication is sent home each Thursday in your child's take home folder. We also send out parent communication through text messaging and phone blasts.
- Provide homework support to include a solid 10 minutes of reading each night.
- Ensure the campus has the most current contact information including home and mobile numbers along with emergency contacts.

### Student Responsibilities

As a student, I will do my personal best to:

- Follow RRE Roadrunner Expectations: **BE SAFE, BE RESPECTFUL, BE RESPONSIBLE, BE KIND**
- Come to school each day ready to learn.
- Come to school each day with my needed materials including my reading books and daily folder.
- Give my parent/guardian any notes or information from my school at the end of each day and communicate about my learning.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

**Red Rock Elementary**  
**Acuerdo escuela-padres-estudiantes 2022-2023**

**Responsabilidades de la escuela**

Como comunidad de aprendizaje profesional, Red Rock Elementary:

- Comunicar de manera efectiva nuestra Misión y Visión a los estudiantes, padres y otros miembros de la comunidad.
- Proporcionar de manera constante un plan de estudios e instrucción de alta calidad, diversos, equilibrados y alineados verticalmente para apoyar el aprendizaje de los estudiantes a través de plataformas virtuales y en el sitio.
- Comunicarse eficazmente con los padres con respecto a la instrucción y la evaluación en el campus, el distrito y los niveles estatales.
- Desarrolle y reciba a los estudiantes en un entorno seguro, estructurado, respetuoso y enriquecedor que propicie el aprendizaje tanto en el aula presencial como virtual.
- Proporcionar a los padres un acceso razonable al personal junto con la celebración de conferencias con los padres para discutir el progreso, los logros y la colaboración con las familias para apoyar a los estudiantes.
- Brindar oportunidades de participación de los padres como se describe en la Política de Participación de los Padres del distrito y el campus y brindar a las familias y otras partes interesadas oportunidades para acceder a los recursos comunitarios.

**Responsabilidades de los padres / tutores**

Nosotros, como padres / tutores, apoyaremos el aprendizaje de nuestros hijos de las siguientes maneras:

- Asegúrese de que su hijo esté en la escuela todos los días. Llegue a tiempo y no saque a su hijo antes de tiempo a menos que sea absolutamente necesario. Por favor, haga de esto una prioridad.
- Comuníquese con el maestro de su hijo. Tendremos conferencias para padres en octubre y le pediremos que participe en una para su hijo. Le recomendamos que se comunique con el maestro de su hijo de manera regular. Haga preguntas, sea curioso y sorpréndase. Usted es el primer maestro de su hijo y el defensor más importante. Todos los días, pregúntele a su hijo: "¿Qué aprendiste hoy?"
- Revise la carpeta para llevar a casa de su hijo todos los días.
- Leer y responder a toda la comunicación escolar. La comunicación escolar se envía a casa todos los jueves en la carpeta para llevar a casa de su hijo. También enviamos comunicación con los padres a través de mensajes de texto y llamadas telefónicas.
- Proporcione apoyo con la tarea para incluir 10 minutos sólidos de lectura cada noche.
- Asegúrese de que el campus tenga la información de contacto más actualizada, incluidos los números de casa y móvil junto con los contactos de emergencia.

**Responsabilidades del estudiante**

Como estudiante, haré mi mejor esfuerzo personal para:

- Siga las expectativas de RRE Roadrunner: **SEA SEGURO, SEA RESPETUOSO, SEA RESPONSABLE, SEA AMABLE**
- Ven a la escuela todos los días listo para aprender.
- Venir a la escuela todos los días con mis materiales necesarios, incluidos mis libros de lectura y mi carpeta diaria.
- Dar a mis padres / tutores cualquier nota o información de mi escuela al final de cada día y comunicarles sobre mi aprendizaje.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_



# Instructional Leadership Team Agenda

11/14/22

- Good News
  - Child got braces removed
  - Long-term sub able to do learning walk for full block
  - Math intervention started for 1st grade
  - Feels like fall
- Digital Citizenship
- 
- ILT self-reflection due Jan 30
  - Once completed please share with Hubley
  - ILT self-reflection check in Feb
- CIP Formative Review

Set up the WHY for CIP formative Review:

ESF Lever 1: Strong School Leadership and Planning

*Essential Action 1.2: Focused plan development and regular monitoring of implementation and outcomes*

- *There is an improvement plan in place with few focused priorities, clear timelines, milestones, metrics, and task owners that address the root causes of low performance.*
- *Campus leaders monitor plan implementation and hold task owners accountable for the execution of the work.*
- *Campus leaders regularly use data and other evidence to track progress towards intended outcomes.*
- *If milestones and benchmarks are not met, campus leaders make modifications to reach the required result.*

## **Guiding Questions**

1. Review the Goal and Performance Objective with your team.
2. Compare the description of the strategy with the expected result/impact.
3. Ask the Strategy Monitor(s) for a progress report.
4. Review the following questions: *Are there appropriate materials? Is the strategy being implemented with fidelity? Has training been appropriate? Is there confusion? Is it working?*
5. Ask the Strategy Monitor(s) to update the strategy by dragging the measurement 0-100 scale and comments to show evidence of progress. *At least 75% of your strategies should note evidence of progress.*
6. Lead the team to the next strategy.

CIP Notes

## RRE CIP Formative Review 11/14/22

**Goal 1: Student Success and Well-being:** We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 1: Strategic Priority:** BSD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Strategy	Notes
	MTSS committee once per month. MTSS coach provides lessons to staff. MTSS Coach and APs/Principal meet to discuss student need
1	MTSS coaching support Common language is in use across campus. Expectations matrix in every hallway and
2	common area in the building. Teachers and staff received training at the BOY to ensure all classrooms understand classroom expectations. Students and families are given ongoing reminders throughout the year to ensure campus
3	wide understanding of campus expectations. CIS support has increased to support the
4	progress of all students in the classroom.

**Performance Objective 2: Strategic Priority:** BSD will identify work/life skills most important for students to know and create a framework for implementing them.

Strategy	Notes
	Data received will continue to look at data to create a plan to address concerns and
1	areas of need. MTSS committee will look to create an action plan for campus. MTSS committee works together to look at referral data and Admin team conducts investigations to support safety in classrooms. Admin team has developed a plan to
2	ensure continuity between investigations. Review data weekly with MTSS coach and admin review data weekly
	Review of data monthly with MTSS committee will ensure we are looking for common trends
3	to support the need of teachers and campus.

**Performance Objective 3: Strategic Priority:** BSD will develop systems and structures that value student ownership of their academic and behavioral success.

Strategy	Notes
	ICs and Leadership team works with red data folders in all grade levels. Students conference with teachers continue to happen before common assessments
1	and district assessments. Instructional leadership team received solution training during BOY meetings and ongoing with admin throughout the school year. Data planning time is utilized to deconstruct TEKs and look at data related to common
2	assessments, formative assessments, and district level summative assessments. Staff across the campus are using the same language to ensure classroom practices are effective.
3	Teachers will often set the expectation for activities or stations before students move into those areas. Every classroom K-4 is utilizing Amplify and Zoom daily during station time.
4	Burst groups are also supporting student growth based on Amplify data. These programs are utilized with specific learning targets and implemented during Tier 1
5	instruction.

**Goal 2: Teaching and Learning Practices:** We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 1: Strategic Priority:** BSD will develop and implement comprehensive teaching and learning practices to advance the academic achievement of every student.

Strategy	Notes
	1 Teams are planning together for phonics instruction Teams are using additional resources
2	Teams are planning together but implementation is inconsistent
3	Reading essential standards are tracked and shared at every team meetings and implement
4	ICs are providing coaching support during data planning time. We have additional coach

**Performance Objective 2: Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading.**

Strategy	Notes
	1 Fourth grade teachers are participating in coteach training.
2	Second through fourth grade teachers receive additional ESL training. Kindergarten and 1
3	All second through fourth grade students are practicing summil K-12 weekly during data p
4	two intervention blocks for first-fourth grade students and one intervention block for kinder
5	two intervention blocks for first-fourth grade students and one intervention block for kinder

**Performance Objective 3: Strategic Priority:** BSD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Strategy	Notes
	1 Blg 3 is included in the lesson plans, TES goals, walk through data focuses on blg 3
2	Learning walks began in October
3	Blg 3 strategies are being included in the lesson plans, and trainings are being provided in

**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 1: Strategic Priority:** BSD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

Strategy	Notes
	1
2	Teachers and staff were informed for protocols when a student is absent. Teacher make c
3	Yes, see above note.
4	Students with perfect attendance are recognized in Fall and Spring. Classrooms with perfe

**Performance Objective 2: Strategic Priority:** BSD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

Strategy	Notes
	1 Yes, teachers were trained at the beginning of the year on safety drills using cafe style. Te
2	All visitors must check in through the front office to receive visitor sticker all other entrance
3	Our assigned officer makes sure to walk the campus throughout the day monitoring safety

**Performance Objective 3: Strategic Priority:** BSD will enhance its on-boarding experience to prepare every new employee for success in BSD.

Strategy	Notes
	1 Recent increase in stipend for mentors and increased training for mentors. District provide
2	ICs provide time to dive into data and admin walk throughs (See above for additional info)
3	ILT met for a retreat in the summer and continue to meet biweekly.
4	Frequent walk throughs from ICs and administration with actionable feedback. ILT walks h

**Goal 4: Collaborative Partnerships:** We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.









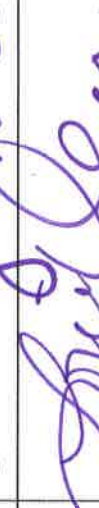

**Performance Objective 1: Strategic Priority:** BSD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

Strategy	Notes
	1 Surveys have not been provided to parents and families yet.
2	We now have a counselor, CIS person, and a social worker on campus. They are all seeing
3	PTA has a table at Meet the Teacher night. They planned a Fall Festival but it got rained o
4	Literacy and Math/science Nights have been scheduled. Meet the Teacher and Open Hc
5	Teachers send home weekly newsletters for their class in a student Thursday communicati

**Performance Objective 2: Strategic Priority:** BSD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

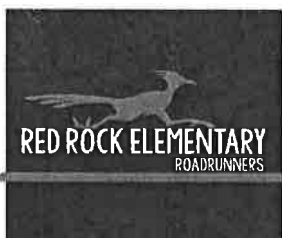
Strategy	Notes
	1 District regularly advertises on social media for mentors. Career Day is scheduled. Member
2	Parents are advertised and encouraged to attend assemblies through phone blasts, news
3	Parents are invited to be Science Fair judges, help with the RISE program, work at the B&B

School: RRE	Date/Time: 11/14/22 @ 3:20pm
Meeting Title: CIP formative review	Facilitator: Hubley

Name	Role	Signature
Sherri Fiscus	Kindergarten lead	
Jolanna Catlett	Pre-K Lead	
<del>Kaitlyn Adams</del>	<del>3rd lead</del>	<del></del>
Marlin Black	3rd lead	
Diana Villa	1st gr.	
Calli Caperton	IC	
Sara Mae Diamond	Student Teacher	
Mulligan	2nd	
Lori Ware	4th ELAR	
Kathleen Stamber	Counselor	

Laura Wieland  
 Jana Moore  
 Trent Lake  
 RTI Lead  
 RTI Lead  
 Specialists





## Federal and State Programs

Bastrop ISD  
906 Farm Street  
Bastrop, Tx, 78602

(512) 772-7110

### **Spring Title I Parent Meeting Junta de Padres sobre el Título I September 22, 2022 Time: 5:00**

- I. Welcome & Introduction / Bienvenida & Introduccion
- II. PTA
- III. Introduce Teaching Teams
- IV. Review Purpose & Intent of Title I & Use of Funds / Repaso del proposito & Intención del Título I & Uso de fondos
- V. Review 2022-23 List of Parental Involvement Opportunities on campus / Repaso del 2022-23 Lista de oportunidades de participación para padres en la escuela
- VI. Parental Involvement Campus Policy- feedback or questions / Póliza de Participación de Padres de la Escuela- comentarios o preguntas
- VII. Parental Involvement Campus Compact- feedback or questions / Acuerdo entre Padres y Escuela-comentarios o preguntas
- VIII. Annual Evaluation & Opportunity for Parent Feedback / Evaluacion anual & Oportunidad para padres de compartir sus comentarios
- IX. Questions/ Preguntas
- X. Enjoy your classroom time and please sign up for parent teacher conferences

# **Fall Title I/Accountability Parent Meeting** **Reunión Informativa sobre el Título I**

9/22/22 @ 5pm  
Red Rock Elementary



Welcome attendees. Introduce presenters and any relevant staff.

# Agenda

- **Why are we here?/ ¿Porque estamos aqui?**
- **Accountability Ratings Review/ Revisión de los criterios de responsabilidad**
- **Title I, Part A Program / Programa Titulo I, Parte A**
- **Parent and Family Engagement Policy /Póliza de involucramiento de padres y familias**
- **School Compact / Acuerdo entre la escuela y padres**
- **Reservation of Funds/ Fondos de reserva**
- **Teacher Qualifications / Cualificaciones de maestros**
- **Annual Evaluation / Evaluacion anual**
- **Upcoming Meetings/ Proximas reuniones**
- **Campus and District contacts/ Contacto de la escuela y distrito**

**BISD**

**Review agenda**

# Why Are we Here?/Porque Estamos Aqui?

## Annual Title I Parent Meeting

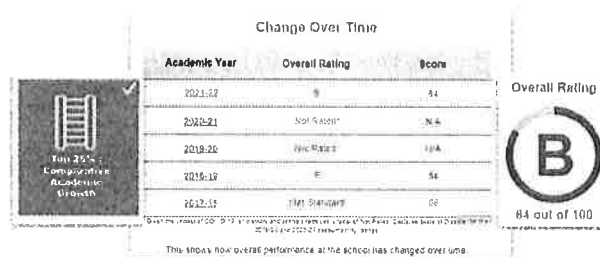
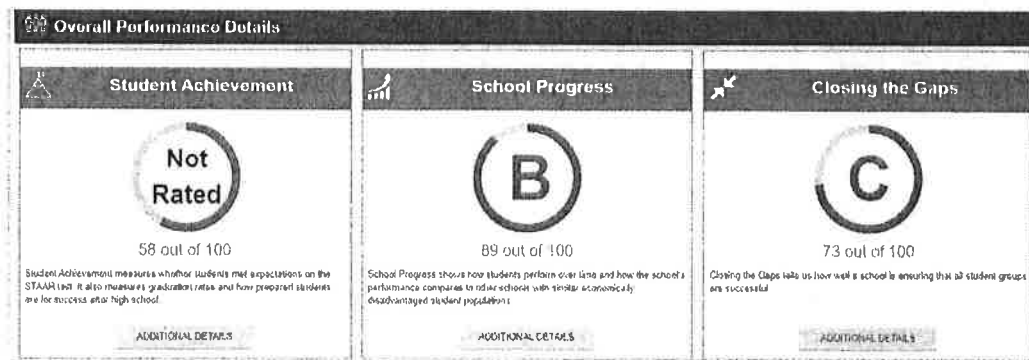
All schools receiving Title I, Part A funds are required to convene an annual Title I, Part A parent meeting:

- To inform parents and families of their school's participation
- To explain the requirements of the Title I, Part A program
- To explain the right of parents to be involved

## Reunión anual de padres del Título I

Se requiere que todas las escuelas que reciben fondos del Título I, Parte A convoquen una reunión anual de padres del Título I, Parte A:

- Para informar a los padres y las familias de la participación de la escuela
- Para explicar los requisitos del programa Título I, Parte A
- Para explicar el derecho de los padres a participar



BISD

Every year, students take a STAAR test in Reading and Math. (add other content and grade levels as applicable).

As a quick reminder, our accountability system is made up of 3 ways that our school is measured

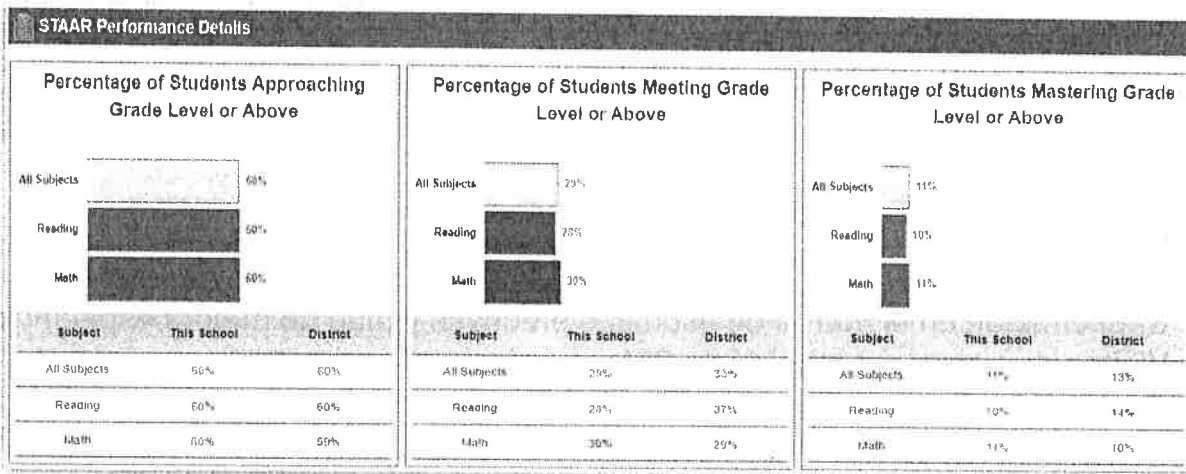
- Student Achievement
- School progress - which contains student progress and relative performance
- Closing the Gaps - which looks at how students perform by smaller groups

Overall grades for districts and schools are calculated based on performance in three key areas, or **domains**. We take the **higher score** between how much students know (Student Achievement) or how much better students are doing than last year or than peers in similar schools (School Progress). We then consider whether performance gaps exist among different groups of students (Closing the Gaps).

This design reflects a commitment to recognizing high student achievement and the impact of highly effective educators while maintaining focus on the students most in need.

### What are Distinction Designations?

Distinction Designations are awarded when a school or district shows **exceptional achievement** in certain areas.



**BISD**

Student STAAR scores are provided at three levels: Approaches Grade Level or Above, Meets Grade Level or Above, and Masters Grade Level. All three are considered passing. Our campus is required to test in reading and math for 3rd and 4th grade.

These scores are from Spring 2022.

## 2022-2023 Improvement Strategies

- ★ Effective Schools Framework training & Targeted Improvement Plan
  - ★ Weekly support visits from C&I
  - ★ Additional RtI, Early Literacy and EL support staff
  - ★ K-4 Guided Math and Guided Reading Training along with focus on essential standards
  - ★ Use of Title & SCE funds for additional tutoring and classroom resources
- 
- ★ Capacitación en el marco de escuelas efectivas y plan de mejora específico
  - ★ Visitas de apoyo semanales de C&I
  - ★ Personal de apoyo adicional de RtI, alfabetización temprana y EL
  - ★ Entrenamiento guiado de lectura guiada y matemáticas K-4 junto con un enfoque en los estándares esenciales
  - ★ Uso de los fondos de Título y SCE para tutoría adicional y recursos para el aula

BISD

Update this slide with strategies from your CIP, remove yellow highlighting

At this point, reference the feedback document and share that you welcome feedback on campus improvement strategies

# **Title I, Part A—Improving Basic Programs**

## **Título I, Parte A- Mejoramiento de Programas Básicos**

### **Intent and Purpose**

Provides supplemental funds to schools with high numbers of students from low-income families to support a high-quality education that will enable all students to meet state performance standards.

### **Intención y Propósito**

Proporciona fondos suplementarios a las escuelas con un alto número de estudiantes de familias de bajos ingresos para apoyar una educación de alta calidad que permita a todos los estudiantes a cumplir con los estándares de rendimiento estatales

### **Use of Funds/Uso de los fondos**

- Pull-out program teachers (RTI)/ Las clases y maestros de ayuda (RTI)
- Staff development /consultants / Desarrollo del personal y consultas
- Instructional Coaches/ Entrenadores de instrucción
- After-school and in-school tutorials/Tutoría después y durante las clases
- Supplies & materials/Artículos y materiales
- 1% for parent involvement / 1% por la participación de los padres
- Summer school/Escuela de verano

**BISD**

Explain why the school is participating in Title I, Part A (schoolwide or targeted assistance) – emphasize this program is intended to improve student academic achievement

Explain the requirements of the Title I, Part A program

Emphasize the right of parents to be involved in the school's programs and describe specific opportunities for their participation: volunteer in child's classroom, observe classroom activities, participate in decisions relating to the education of their children, assist in the review and revision of policy, compact, and Title I plan, serve on parent advisory board, etc.



# Policy and Compact

## Póliza y Acuerdo

1. Parent and Family Engagement Policy is distributed
2. School-Parent compact is presented and discussed during parent-teacher conferences for Elementary schools

1. La póliza de involucramiento de padres y familias es distribuida (explica cómo y cuándo)
2. El acuerdo entre escuela-padres es presentado y explicado durante el día de conferencias entre padres y maestros en las escuelas primarias y (explica cómo es distribuido en la escuela secundaria)

BISD

**Compact:** This is a PERFECT time to review this document because it is an agreement between you in the families, and the student on shared responsibilities for the year. Parents are supposed to have a part in writing and revising the compact every year.

- Feedback option: Distribute the policy ahead of the meeting letting parents know that they can provide feedback at the meeting
- Feedback option: Distribute the policy at the meeting and let parents know that you will be following up with a survey where they can offer feedback.

### Parent and family engagement policy:

- Feedback option: Distribute the policy ahead of the meeting letting parents know that they can provide feedback at the meeting
- Feedback option: Distribute the policy at the meeting and let parents know that you will be following up with a survey where they can offer feedback.

If audited for either of these documents, TEA will ask for an agenda, sign-in sheets, and meeting minutes that show proof that parents participated in developing or updating each.

Describe the role of parents to help develop, review, and update these documents: the policy and compact as well as the Title I plan (which is usually included within the District Improvement Plan, DIP, and the Campus Improvement Plan, CIP)

## **Parent and Family Engagement Policy / Póliza de Involucramiento de Padres y Familias**

The policy addresses how the school will implement the parent and family engagement program and includes:

- Convene an annual meeting; Provide a flexible number of meetings
- Involve parents in an organized, ongoing, and timely way, in the planning, review, evaluation, and improvement of the parent and family engagement policy and program
- Provide timely information about parent and family engagement activities
- Provide information to parents about curriculum and assessment
- If requested, provide additional meetings with parents to discuss decisions for the education of their child

La póliza aborda cómo la escuela implementará el programa de participación de padres y familias e incluye:

- Convocar una reunión anual; Proporcionar un número flexible de reuniones
- Involucrar a los padres de manera organizada, continua y oportuna, en la planificación, revisión, evaluación y mejora de la política y el programa de participación de los padres y la familia.
- Proporcionar información oportuna sobre las actividades de participación de los padres y la familia.
- Proporcionar información a los padres sobre el plan de estudios y la evaluación.
- Si se solicita, brinde reuniones adicionales con los padres para discutir las decisiones para la educación de sus hijos

**BISD**

You can have copies of policy available for parents to review. Explain that feedback will be requested during the Spring Title I parent meeting too.

### **Parent and family engagement policy:**

- Feedback option: Distribute the policy ahead of the meeting letting parents know that they can provide feedback at the meeting
- Feedback option: Distribute the policy at the meeting and let parents know that you will be following up with a survey where they can offer feedback.

If audited for this document, TEA will ask for an agenda, sign-in sheets, and meeting minutes that show proof that parents participated in developing or updating it.

# School-Home Compact

## Acuerdo entre Escuela-Padre

The school-parent compact is a written agreement...

- That describes how parents and families, school staff, and students share the responsibility for improved student academic achievement
- The ways in which parents will support their child's learning
- That stresses the importance of frequent communication between school and home, and the value of parent-teacher conferences (*required* in elementary schools)
- That affirms the importance of parents and families in decisions relating to the education of their children
- Title I, Part A parents have the right to be involved in the development of the school-parent compact

El pacto escuela-padre es un acuerdo escrito ...

- Eso describe cómo los padres y las familias, el personal escolar y los estudiantes comparten la responsabilidad de mejorar el rendimiento académico de los estudiantes.
- Las formas en que los padres apoyarán el aprendizaje de sus hijos
- Eso enfatiza la importancia de la comunicación frecuente entre la escuela y el hogar, y el valor de las conferencias de padres y maestros (*requerido* en las escuelas primarias)
- Que afirma la importancia de los padres y las familias en las decisiones relacionadas con la educación de sus hijos.
- Título I, Parte A, los padres tienen derecho a participar en el desarrollo del pacto escuela-padres

BISD

**Compact:** This is a PERFECT time to review this document because it is an agreement between you and the families, and the student on shared responsibilities for the year. Parents are supposed to have a part in writing and revising the compact every year.

- Feedback option: Distribute the policy ahead of the meeting letting parents know that they can provide feedback at the meeting
- Feedback option: Distribute the policy at the meeting and let parents know that you will be following up with a survey where they can offer feedback.

If audited for this document, TEA will ask for an agenda, sign-in sheets, and meeting minutes that show proof that parents participated in developing or updating it.

## Reservation of Funds, 1% Set -Aside Reserva de fondos, 1%

Any local education area (LEA) with a Title I, Part A allocation exceeding \$500,000 is required by statute to set-aside 1% of its Title I, Part A allocation for parent and family engagement.

- Title I, Part A parents have the right to be involved in the decisions regarding how these funds will be used for parent and family engagement activities

Por ley, cualquier área de educación local (LEA) con un otorgamiento de Título I, Parte A que exceda los \$500,000 debe reservar 1% de su otorgamiento de Título I, Parte A para la participación de los padres y la familia.

- Título I, Parte A, los padres tienen derecho a participar en las decisiones sobre cómo se utilizarán estos fondos para las actividades de participación de padres y familias

*The most important part of this slide is this: Title I, Part A parents have the right to be involved in the decisions regarding how these funds will be used for parent and family engagement activities*

You might consider surveying your parents to see if they have suggestions for how they would like to be supported. This will give you good ideas for using your funds.

You could also have parents think-pair-share and talk amongst themselves on how they would like to be supported. Staff members can join the groups to take notes.

## **Teacher Qualifications/ Cualificaciones del maestro**

- Schools are required to notify parents that they have the right to request information regarding the qualifications of their child's teacher, Section 1112 (e) (1) (A)
- Parents must follow the school procedure to request this information
- Las escuelas deben notificar a los padres que tienen derecho a solicitar información sobre las calificaciones del maestro de su hijo, Sección 1112 (e) (1) (A)
- Los padres deben seguir el procedimiento escolar para solicitar esta información.

**BISD**

Explain process at your campus for parents to request the information or inform parents if all teachers meet the qualifications at your campus

## Annual evaluation / Evaluacion anual

An annual evaluation will be distributed in the spring to review the content and effectiveness of the parent and family engagement policy and program and help identify...

- Barriers to participation in parent engagement
- The needs of parents to assist with the learning of their children
- Strategies to support successful school-family interactions

En la primavera se distribuirá una evaluación anual para revisar el contenido y la efectividad de la política y el programa de participación de padres y familias y ayudar a identificar ...

- Barreras en la participación de los padres
- Las necesidades de los padres para ayudar con el aprendizaje de sus hijos
- Estrategias para apoyar interacciones exitosas entre la escuela y la familia.

**BISD**

This is describing your Spring Title I meeting

## **Campus Contacts/Contactos del Campus**

Kelly Hubley, Principal, [khubley@bisdtx.org](mailto:khubley@bisdtx.org), 512-772-7660

Kathleen Stauber, Counselor, [kstauber@bisdtx.org](mailto:kstauber@bisdtx.org), 512-772-7660

Jennifer Cassel, Nurse, [jcassel@bisdtx.org](mailto:jcassel@bisdtx.org), 512-772-7660

BISD

## **District Contacts/Contactos del Distrito Escolar**

Please feel free to contact us for more information or for comments and feedback

Favor de comunicarse con nosotros si necesita más información, para comentarios o sugerencias.

### ***Federal Programs Director***

Kendra Monk 512-772-7100

### ***Family and Social Services Coordinator***

Norma Mercado 512-772-7133

**BISD**



*Thank you for your support!*  
*¡Gracias por su apoyo!*



## Red Rock Elementary – Parent and Family Engagement Policy

Parents and staff at Red Rock Elementary have developed and agreed on the following Parent and Family Engagement Policy. The policy will be sent home with the last report card of the year and at the beginning of the school year at parent/teacher conferences.

In order to build a dynamic home-school partnership we will provide the following:

- An annual meeting where parents will learn about the requirements of the school's Title I program and be given an opportunity to become involved with their child's education.
- Parent meetings and conferences held during the first semester at different times during the day to accommodate the needs of parents.
- A description and explanation of the curriculum used, the forms of academic assessments used to measure student progress and proficiency levels students are expected to meet will be provided to parents through conferences, meetings, and newsletters.
- A school-parent compact designed by parents and school staff that outlines how parents, staff, and the students will share the responsibility for improvement in student academic achievement.
- Information relating to school and parent programs, meetings, and other activities will be sent to parents in a timely manner.
- Materials and specific training, such as make-n-takes, to help parents work with their children to improve achievement.

Parents and community members are always welcome at our school. By making suggestions to improve our school and by working together we can make all the students at Red Rock Elementary successful learners.

## Red Rock Primaria- Póliza de participación de los padres y la familia

Los padres y el personal de la Primaria de Red Rock han desarrollado y acordado la siguiente Póliza de participación de los padres y la familia. La póliza se enviará a casa con el último boletín de calificaciones del año y al comienzo del año escolar en las conferencias de padres / maestros.

Para construir una asociación dinámica entre el hogar y la escuela, proporcionaremos lo siguiente:

- Una reunión anual donde los padres aprenderán sobre los requisitos del programa Título I de la escuela y tendrán la oportunidad de participar en la educación de sus hijos.
- Reuniones de padres y conferencias celebradas durante el primer semestre en diferentes momentos durante el día para acomodar las necesidades de los padres.
- A través de conferencias, reuniones y boletines informativos, se proporcionará a los padres una descripción y explicación del plan de estudios utilizado, las formas de evaluaciones académicas utilizadas para medir el progreso del estudiante y los niveles de competencia que se espera que los estudiantes cumplan.
- Un pacto entre la escuela y los padres diseñado por los padres y el personal de la escuela que describe cómo los padres, el personal y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes.
- La información relacionada con la escuela y los programas para padres, reuniones y otras actividades se enviará a los padres de manera oportuna.
- Materiales y entrenamientos específicos, como hacer y tomar, para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento.

Los padres y los miembros de la comunidad siempre son bienvenidos en nuestra escuela. Al hacer sugerencias para mejorar nuestra escuela y al trabajar juntos, podemos hacer que todos los estudiantes de la Escuela Primaria Red Rock sean estudiantes exitosos.

RED ROCK ELEMENTARY  
School-Parent-Student Compact 2022-2023

**School Responsibilities**

As a professional learning community, Red Rock Elementary will:

- Effectively communicate our Mission and Vision to students, parents and other members of the community.
- Consistently provide high-quality, diverse, balanced, and vertically aligned curriculum and instruction to support student learning through onsite and virtual platforms.
- Effectively communicate with parents regarding instruction and assessment at the campus, district, and state levels.
- Develop and host students with a safe, structured, respectful, and nurturing environment that is conducive to learning both in the onsite and virtual classroom.
- Provide parents with reasonable access to staff along with holding parent conferences to discuss progress, achievement, and collaborating with families to support students.
- Provide parent involvement opportunities as described in the district and campus Parental Involvement Policy and provide families and other stakeholders with opportunities to access community resources.

**Parent/Guardian Responsibilities**

We, as parents/guardians, will support our children's learning in the following ways:

- Ensure your child is at school every day. Be on time and do not check your child out early unless it's absolutely necessary. Please make this a priority.
- Communicate with your child's teacher. We will hold parent conferences in October and ask that you participate in one for your child. You are encouraged to communicate with your child's teacher on a regular basis. Ask questions, be curious, and wonder. You are your child's first teacher and most important advocate. Every day, ask your child, "What did you learn today?"
- Check your child's Take home folder daily.
- Read and respond to all school communication. School communication is sent home each Thursday in your child's take home folder. We also send out parent communication through text messaging and phone blasts.
- Provide homework support to include a solid 10 minutes of reading each night.
- Ensure the campus has the most current contact information including home and mobile numbers along with emergency contacts.

**Student Responsibilities**

As a student, I will do my personal best to:

- Follow RRE Roadrunner Expectations: **BE SAFE, BE RESPECTFUL, BE RESPONSIBLE, BE KIND**
- Come to school each day ready to learn.
- Come to school each day with my needed materials including my reading books and daily folder.
- Give my parent/guardian any notes or information from my school at the end of each day and communicate about my learning.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

**Red Rock Elementary**  
**Acuerdo escuela-padres-estudiantes 2022-2023**

**Responsabilidades de la escuela**

Como comunidad de aprendizaje profesional, Red Rock Elementary:

- Comunicar de manera efectiva nuestra Misión y Visión a los estudiantes, padres y otros miembros de la comunidad.
- Proporcionar de manera constante un plan de estudios e instrucción de alta calidad, diversos, equilibrados y alineados verticalmente para apoyar el aprendizaje de los estudiantes a través de plataformas virtuales y en el sitio.
- Comunicarse eficazmente con los padres con respecto a la instrucción y la evaluación en el campus, el distrito y los niveles estatales.
- Desarrolle y reciba a los estudiantes en un entorno seguro, estructurado, respetuoso y enriquecedor que propicie el aprendizaje tanto en el aula presencial como virtual.
- Proporcionar a los padres un acceso razonable al personal junto con la celebración de conferencias con los padres para discutir el progreso, los logros y la colaboración con las familias para apoyar a los estudiantes.
- Brindar oportunidades de participación de los padres como se describe en la Política de Participación de los Padres del distrito y el campus y brindar a las familias y otras partes interesadas oportunidades para acceder a los recursos comunitarios.

**Responsabilidades de los padres / tutores**

Nosotros, como padres / tutores, apoyaremos el aprendizaje de nuestros hijos de las siguientes maneras:

- Asegúrese de que su hijo esté en la escuela todos los días. Llegue a tiempo y no saque a su hijo antes de tiempo a menos que sea absolutamente necesario. Por favor, haga de esto una prioridad.
- Comuníquese con el maestro de su hijo. Tendremos conferencias para padres en octubre y le pediremos que participe en una para su hijo. Le recomendamos que se comunique con el maestro de su hijo de manera regular. Haga preguntas, sea curioso y sorpréndase. Usted es el primer maestro de su hijo y el defensor más importante. Todos los días, pregúntele a su hijo: "¿Qué aprendiste hoy?"
- Revise la carpeta para llevar a casa de su hijo todos los días.
- Leer y responder a toda la comunicación escolar. La comunicación escolar se envía a casa todos los jueves en la carpeta para llevar a casa de su hijo. También enviamos comunicación con los padres a través de mensajes de texto y llamadas telefónicas.
- Proporcione apoyo con la tarea para incluir 10 minutos sólidos de lectura cada noche.
- Asegúrese de que el campus tenga la información de contacto más actualizada, incluidos los números de casa y móvil junto con los contactos de emergencia.

**Responsabilidades del estudiante**

Como estudiante, haré mi mejor esfuerzo personal para:

- Siga las expectativas de RRE Roadrunner: SEA SEGURO, SEA RESPETUOSO, SEA RESPONSABLE, SEA AMABLE
- Ven a la escuela todos los días listo para aprender.
- Venir a la escuela todos los días con mis materiales necesarios, incluidos mis libros de lectura y mi carpeta diaria.
- Dar a mis padres / tutores cualquier nota o información de mi escuela al final de cada día y comunicarles sobre mi aprendizaje.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

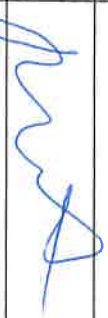






Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

## Title 1 Parent Sign-in/Firma del Padre









[illegible]

# Title 1 Parent Sign-in/Firma del Padre

Print Name/ Imprimir el nombre	Signature/Firma	Student Name/ Nombre del estudiante	Teacher/Maestra
Rosa Cepres		Ximena Xacido Angulo	Ms. Mulligan Ms. Alexander
Heather Lirica		Adriana Lirica	Mrs. Sanchez
Marla Casique		Mia Sofia Benitez	Ms. Wilkerson
Brenda Santiago		Alexander Rodriguez	Ms Estrada
Leticia Cornejo		Sofia Moreno	Mr. Estrada
Elizabeth Berlanga		Arleth V. Mondragon	Mr. Estrada
Elizabeth Berlanga		Jan. I. Mondragon	Ms. Knop



# Title 1 Parent Sign-in/Firma del Padre

Print Name/ Imprimir el nombre	Signature/Firma	Student Name/ Nombre del estudiante	Teacher/Maestra
Jessica Conette		Angeli y Lois	Davilla - Espinoza
Arlissa Garza		Elijan Plata	Alexandra - 1st
Raquel Ojeda		Victoria James	Mrs. Mahabam
Adriene Medrano		Isleth Carlos Leon	Ms. Espinoza - Mr. C
Brianna Diaz		Adriel Medrano	Ms. Wynn
Robert Morales		Robert Morales	
Samantha Posadas		Jesus A. Ponce - Posadas	Mrs. Adams
Michael Rojas			



## Title 1 Parent Sign-in/Firma del Padre

[illegible]

Title 1 Parent Sign-in/Firma del Padre

[illegible]

Title 1 Parent Sign-in/Firma del Padre

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Title 1 Parent Sign-in/Firma del Padre

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## Title 1 Parent Sign-in/Firma del Padre

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## Title 1 Parent Sign-in/Firma del Padre

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Title 1 Parent Sign-in/Firma del Padre

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Title 1 Parent Sign-in/Firma del Padre

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Title 1 Parent Sign-in/Firma del Padre

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## Title 1 Parent Sign-in/Firma del Padre

[illegible]

## Title 1 Parent Sign-in/Firma del Padre

[illegible]

## Title 1 Parent Sign-in/Firma del Padre

[illegible]

## Instructional Leadership Team Agenda

2/20/23

- Good News
  - PK knows sign language for all letters
  - Field trips have begun
- Reminders
  - Updated school supply list due by Friday
  - Spring Fling Mar 3 (need 2 reps per team)
- CIP formative review

Set up the WHY for CIP formative Review:

ESF Lever 1: Strong School Leadership and Planning

*Essential Action 1.2: Focused plan development and regular monitoring of implementation and outcomes*

- *There is an improvement plan in place with few focused priorities, clear timelines, milestones, metrics, and task owners that address the root causes of low performance.*
- *Campus leaders monitor plan implementation and hold task owners accountable for the execution of the work.*
- *Campus leaders regularly use data and other evidence to track progress towards intended outcomes.*
- *If milestones and benchmarks are not met, campus leaders make modifications to reach the required result.*

### Guiding Questions

1. Review the Goal and Performance Objective with your team.
2. Compare the description of the strategy with the expected result/impact.
3. Ask the Strategy Monitor(s) for a progress report.
4. Review the following questions: *Are there appropriate materials? Is the strategy being implemented with fidelity? Has training been appropriate? Is there confusion? Is it working?*
5. Ask the Strategy Monitor(s) to update the strategy by dragging the measurement 0-100 scale and comments to show evidence of progress. *At least 75% of your strategies should note evidence of progress.*
6. Lead the team to the next strategy.

### CIP Notes

○

1/23/23

- Good News
  - PK has at least 4 kids that can count to 100
  - New computers
  - Niners killed the Cowboys according to KF
  - New hire for 1st grade-Feb. 6th
- Updates/Reminders
  - Literacy Night-Thursday
    - 2 per team
  - Teacher choice forms
  - BEF Grants due Feb 3

# ILT SIGN-IN--FORMATIVE REVIEW 2/20/23

name	ROLE	SIGNATURE
Sherri Fiscus	Kinder	Sherri Fiscus
Laura Wieland	R+I	L. Wieland
Michele Mathis	4th grade	M. Mathis
Marlin Black	3rd grade	Marlin Black
Jana Moore	RTI	Jana Moore
Kaitlyn Adams	3	Kaitlyn Adams
Aidan Vaclavik	MTSS	Aidan Vaclavik
JoAnna Catlett	Pre-K	JoAnna Catlett
Kathleen Stawke	Counselor	Kathleen Stawke
Lori Ware	4th grade	Lori Ware
Shay Mulligan	2nd grade	Shay Mulligan
Ada Beltrami	ELI	Ada Beltrami
Kelly Hubby	Principal	Kelly Hubby
Trisha	P.E.	Trisha
Katie Fehiker	AP	Katie Fehiker
John Radue	AP	John Radue



## RRE CIP Formative Review 2/20/23

### Guiding Questions:

- 1) Review the Goal and Performance Objective with your team.
- 2) Compare the description of the strategy with the expected result/impact.
- 3) Ask the Strategy Monitor(s) for a progress report.
- 4) Review the following questions: Are there appropriate materials? Is the strategy being implemented with fidelity? Has training been appropriate? Is there confusion? Is it working?
- 5) Ask the Strategy Monitor(s) to update the strategy by dropping the measurement 0-100 scale and comments to show evidence of progress. At least 75% of your strategies should note evidence of progress.

**Goal 1: Student Success and Well-Being:** We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 1:** Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

#### Strategy Notes

- 1 MTSS - Great on SEL walkthroughs, 2nd grade hit SEL each day, gets behind a bit behind, started adding it to slides. Each lesson for Second Step is a week. New teacher PLC meets once a month. 64% of teachers teaching during SEL time, 70% teaching overall, some progress, not considerable MTSS committee meetings - remarks that representative needs to relay info from meeting
- 2
- 3 Expectations all posted in halls, cafeteria, all classrooms, and reviewed after breaks. More experienced teachers often say they don't work, 1st grade and 2nd grade say that they believe in the brag boards and beep beep bucks. Character accommodations are for students above and beyond.
- 4 CBS helps students a tremendous amount in student redirection, breaks, and handling difficult behaviors

**Performance Objective 2:** Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.

#### Strategy Notes

- 1 Older classes use SEL lessons to support real world life
- 2 Admin report to referrals promptly. CBS, MTSS, and I
- 3 Admin reviews discipline reports every six weeks. MT

**Performance Objective 3:** Strategic Priority: BISD will develop systems and structures that value student ownership of their academic and behavioral success.

#### Strategy Notes

- 1 Students participate in goal writing, both academic
- 2 We continue to work through the PLC process, but it
- 3 Campus wide expectations are supported with mull
- 4 Zeem - should be every day in stations and interventions, is happening. Amplify - used during intervention
- 5 Brain Pop is used by some religiously. However, new

**Goal 2: Teaching and Learning Practices:** We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 1:** Strategic Priority: BISD will develop and implement comprehensive teaching and learning practices to advance the academic achievement of every student.

#### Strategy Notes

- 1 More consistent phonics implementation.
- 2 K-2: Teams are starting with word work consistently.
- 3 PreK-2: In DP meetings, teams are tracking essential
- 4 PreK-2: IC's and ELT are providing coaching cycles to

**Performance Objective 2:** Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading.

#### Strategy Notes

- 1 Inconsistent participation in co-teach.
- 2 Providing simultaneous instruction - implementing Estel
- 3 Consistent access to Summit K-12 (2-4) All grade lev
- 4 Consistent access to intervention, (K-4)
- 5 Daily access to reading and math intervention.

**Performance Objective 3:** Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

#### Strategy Notes

- 1 Have provided Big 3 training to all staff.
- 2 Learning walks are available, but not consistently uil
- 3 Teams are planning for Big 3 and implementation c

**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 1:** Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

#### Strategy Notes

- 1 We have an attendance committee. We communi
- 2 We create classroom incentives for perfect attenda
- 3 Form in the HUB, and had a training during profes
- 4 Students earn perfect attendance rewards at the en

**Performance Objective 2:** Strategic Priority: BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

#### Strategy Notes

- 1 New Raptor system installed to alert staff members.
- 2 Admin and front office team continue to monitor cr
- 3 We continue to ensure safety by safety walks

**Performance Objective 3:** Strategic Priority: BISD will enhance its on-boarding experience to prepare every new employee for success in BISD.

#### Strategy Notes

- 1 District continues to offer programs like mentoring.
- 2 Admin provides new observation form for teachers
- 3 Teachers can access data and feedback through e
- 4 IC's and ELT have monthly trainings and facilitate PLC

**Goal 4: Collaborative Partnerships:** We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 1:** Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

#### Strategy Notes

- 1 Student survey was completed regarding SEL. Paren
- 2 Students and families are accessing RRE counselor, i
- 3 PTA is hosting Spring Ring for students and families. T
- 4 RRE has hosted STEM with Santa (math/science nigh
- 5 Teachers send home weekly newsletters in Thursday

**Performance Objective 2:** Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

#### Strategy Notes

- 1 RRE has established a robust mentor program throug
- 2 Parents attend assemblies and programs on campu
- 3 Parents have been invited to Science Fair, Book Fair

## Instructional Leadership Team Agenda

4/24/23

- Good News
  - PK student mastered all upper and lower case letters
  - Fabulous trips
  - 43k grants
- CNA
  - Need to work on our CNA in preparation for next year's CIP
  - This is the first step
  - All that was written in Fall is in blue---please make changes/delete/add as you see needed to better align
  - Please complete work on your sections
- Summative Assessment for 22-23 CIP
  - Plan4learning

Set up the WHY for CIP formative Review:

ESF Lever 1: Strong School Leadership and Planning

*Essential Action 1.2: Focused plan development and regular monitoring of implementation and outcomes*

- *There is an improvement plan in place with few focused priorities, clear timelines, milestones, metrics, and task owners that address the root causes of low performance.*
- *Campus leaders monitor plan implementation and hold task owners accountable for the execution of the work.*
- *Campus leaders regularly use data and other evidence to track progress towards intended outcomes.*
- *If milestones and benchmarks are not met, campus leaders make modifications to reach the required result.*

### Guiding Questions

1. Review the Goal and Performance Objective with your team.
2. Compare the description of the strategy with the expected result/impact.
3. Ask the Strategy Monitor(s) for a progress report.
4. Review the following questions: *Are there appropriate materials? Is the strategy being implemented with fidelity? Has training been appropriate? Is there confusion? Is it working?*
5. Ask the Strategy Monitor(s) to update the strategy by dragging the measurement 0-100 scale and comments to show evidence of progress. *At least 75% of your strategies should note evidence of progress.*
6. Lead the team to the next strategy.

CIP Notes

3/27/23

- Good News
  - Wilkerson has a student reading at a G as a 4 year old!
  - Catlett has students putting words together, doing well with CVC... readers!
  - KH: Growth! Progress on essential standards! More green than red!!
  - Good plans to help support 3rd/4th Grade target specific students/needs
- Sub Binders---Leads please check on subs
  - Needs Updates (transportation, student lists, needs replenishing)

- STAAR Class Adoption
  - 2x Math (May) and Reading (April)
  - Signing up to support
    - Good Luck Poster
    - Smarties/Candy
    - Student letters
    - Hand prints
    - Catlett "We are the Champions"
  - STAAR Slips...
    - Have STAAR Cart (prizes)
    - Will start our drawings soon
    - Incentivising good habits
- Team Meetings discussing next year (please schedule with Hubley)
- CNA
  - Need to work on our CNA in preparation for next year's CIP
  - This is the first step
  - All that was written in Fall is in blue---please make changes/delete/add as you see needed to better align

2/20/23

- Good News
  - PK knows sign language for all letters
  - Field trips have begun
- Reminders
  - Updated school supply list due by Friday
  - Spring Fling Mar 3 (need 2 reps per team)
- CIP formative review

Set up the WHY for CIP formative Review:

ESF Lever 1: Strong School Leadership and Planning

*Essential Action 1.2: Focused plan development and regular monitoring of implementation and outcomes*

- *There is an improvement plan in place with few focused priorities, clear timelines, milestones, metrics, and task owners that address the root causes of low performance.*
- *Campus leaders monitor plan implementation and hold task owners accountable for the execution of the work.*
- *Campus leaders regularly use data and other evidence to track progress towards intended outcomes.*
- *If milestones and benchmarks are not met, campus leaders make modifications to reach the required result.*

### Guiding Questions

7. Review the Goal and Performance Objective with your team.
8. Compare the description of the strategy with the expected result/impact.
9. Ask the Strategy Monitor(s) for a progress report.
10. Review the following questions: *Are there appropriate materials? Is the strategy being implemented with fidelity? Has training been appropriate? Is there confusion? Is it working?*
11. Ask the Strategy Monitor(s) to update the strategy by dragging the measurement 0-100 scale and comments to show evidence of progress. *At least 75% of your strategies should note evidence of progress.*
12. Lead the team to the next strategy.

CIP Notes

## RRE CIP Formative Review 11/14/22

**Goal 1: Student Success and Well-Being:** We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 1:** Strategic Priority: BSD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

**Strategy**

**Notes**

- 1 Continuous SEL walks
- 2 Continuous review of expectations after breaks
- 3 It's a campus expectation that we have PBIS in every class room; Bag Board required, Beep Beep Bucks optional
- 4 We have a C&S teacher on campus and have received additional support from district

**Performance Objective 2:** Strategic Priority: BSD will identify work/life skills most important for students to know and create a framework for implementing them.

**Strategy**

**Notes**

- 1 All surveys were completed and reviewed with admin, and MTSS coach
- 2 Administration responds to referrals in a timely manner and continues to do so
- 3 Data reviewed weekly/monthly

**Performance Objective 3:** Strategic Priority: BSD will develop systems and structures that value student ownership of their academic and behavioral success.

**Strategy**

**Notes**

- 1 Data folders are expected to be utilized in individual classrooms, students help set behavior and academic goals for themselves
- 2 Data is utilized to support individualized and strategic instruction
- 3 Correlates with our SEL lessons
- 4 Some teachers/grades use Brain Pop and Pebble Go
- 5 We do Burst and TEARN on a daily basis during intervention times

**Goal 2: Teaching and Learning Practices:** We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 1:** Strategic Priority: BSD will develop and implement comprehensive teaching and learning practices to advance the academic achievement of every student.

**Strategy**

**Notes**

- 1 Implement explicit routine in grades K-2 @ 60% still growing. Continue the goal for the next school year. We need consistent phonics instruction. New curriculum next year.
- 2 Discontinue- next year small groups will not be done the same way during Tier 1. New curriculum.
- 3 Modify goal- we are going to track data in a new way with the new curriculum.
- 4 We did great on tracking our data. We will still use data tracking of essential standards. Interventions are aligned to student needs.

**Performance Objective 2:** Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading.

**Strategy**

**Notes**

- 1 Inconsistent participation for co-teach. Continue with Co-teach training.
- 2 Discontinued- new emergent bilingual program.
- 3 Accomplished- students had consistent access and utilized it throughout the year.
- 4 Continue enrichment for all of our students.
- 5 Continue the blocks for ELAR & Math the next school year.

**Performance Objective 3:** Strategic Priority: BSD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

**Strategy**

**Notes**

- 1 accomplished- big 3, all staff were trained this school year.
- 2 Continue for new staff members and plan more learning walks for all teachers.
- 3 Meet- continue next school year with IC's & ELT.

**Goal 3: Organizational Culture:** We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 1:** Strategic Priority: BSD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

**Strategy**

**Notes**

- 1 Increase our attendance - has gone up due to bussing; calling; attendance recovery; attendance incentive for students. We have a
- 2 We have accomplished this goal, and should be continued into the next school year. Students are participating in attendance recognition
- 3 We have accomplished this goal, but should continue this in the next school year. Teachers have access to this plan on the HUB and
- 4 We should continue and modify this strategy next school year. Look at modifying next school year. Modify the recognition frame.

**Performance Objective 2:** Strategic Priority: BSD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

**Strategy**

**Notes**

- 1 Continue and modify. Need to continue to practice, refine, and train teachers.
- 2 Continue and modify. Still support staff in stopping and checking for badges on campus. Reminding staff of need to voice concerns.
- 3 Continue and modify. The district continues to update our locks and security doors. The front entryway will be updated for security.

**Performance Objective 3:** Strategic Priority: BSD will enhance its on-boarding experience to prepare every new employee for success in BSD.

**Strategy**

**Notes**

- 1 Continue and modify. Still have mentor teachers; still have new teacher PLC; lesson internalization meetings with coaches.
- 2 Continue and modify. Admin utilizes the T-TESS aligned forms for walkthroughs; coaches leave feedback; coaching cycles happen re
- 3 Continue and modify. IC and ILT meetings monthly; PLC meetings; continue to learn best PLC practices.
- 4 Continue and modify. Teacher receive immediate feedback on walkthroughs; feedback is typically targeted and has glows and gr

**Goal 4: Collaborative Partnerships:** We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 1:** Strategic Priority: BSD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

**Strategy**

**Notes**

- 1 Some progress- attendance at school events have increased. We will continue this for next school year.
- 2 Accomplished and will continue for next school year.
- 3 Continue to grow our partnership with PTA.
- 4 We will continue with our math & science nights.
- 5 We do the smores (text/phone calls.) Roadrunner tweets (email). Weekly news letters.

**Performance Objective 2:** Strategic Priority: BSD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

**Strategy**

**Notes**

- 1 Great turnout this year with career day and volunteers for events.
- 2 We have a friendly staff in the front office that is very welcoming.
- 3 We have had many opportunities for our families to be involved on campus.

ILT SIGN-IN--CNA 4/24/23

[illegible]



# **Bastrop ISD 2022 – 2023 Annual Report**

## **Section 5**

### **Report on Violent or Criminal Incidents on Campuses**

## Bastrop ISD

### 2022-23 School Year Report on Violent or Criminal Incidents

#### Student Disciplinary Action Incident Counts by PEIMS/TSDS Action Reason Code (C165)

*(To comply with FERPA, data are masked with an asterisk (\*) if the number of students involved is less than 5)*

Total Incidents	18
Student Enrollment (Fall 2022 PEIMS Snapshot)	12,449
Incident Rate	0.14%

## Bastrop ISD

### 2022-23 School Year Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by PEIMS/TSDS Action Reason Code (C165) (To comply with FERPA, data are masked with an asterisk (\*) if the number of students involved is less than 5)

Reason Code	Description	011901001	011901002	011901005	011901022
		BASTROP H S	CEDAR CREEK H S	COLORADO RIVER COLLEGIATE ACADEMY	GENESIS H S
11	Brought a Firearm to School - TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1)				*
12	Unlawful Carrying of a Location-Restricted Knife under Penal Code 46.02 - TEC 37.007(a)(1) (Location-Restricted Knife - blade longer than 5.5 inches)				
14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)				
16	Arson – TEC §37.007(a)(2)(B)				
17	Murder, Capital Murder, Criminal Attempt to Commit Murder, Or Capital Murder – TEC §37.007(a)(2)(C)				
18	Indecency With A Child – TEC §37.007(a)(2)(D)				
19	Aggravated Kidnapping – TEC §37.007(a)(2)€				
29	Aggravated Assault under Penal Code §22.02 against a school district employee or volunteer – TEC §37.007(d)				
30	Aggravated Assault under Penal Code §22.02 against someone other than a school district employee or volunteer – TEC §37.007 (a)(2)(A)	*	*		
31	Sexual Assault under Penal Code §22.011 Or Aggravated Sexual Assault under Penal Code §22.021 against a school district employee or volunteer – TEC §37.007(d)				
32	Sexual Assault under Penal Code §22.011 or Aggravated Sexual Assault under Penal Code §22.021 against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A)		*		
36	Felony Controlled Substance Violation – TEC §37.007(a)(3)	*	*		*
37	Felony Alcohol Violation – TEC §37.007(a)(3)				
46	Aggravated Robbery – TEC §37.007(a)(2)(F), TEC §37.007(C)-(D) (HB9680)				
47	Manslaughter – TEC §37.007(a)(2)(G)				
48	Criminally Negligent Homicide – TEC §37.007(a)(2)(H)				
49	Engages in Deadly Conduct - TEC §37.007(b)(3)				
57	Continuous Sexual Abuse of Young Child or Disabled Individual under §21.02 Penal Code – TEC §37.007(a)(2)(I)				
59	Serious Misbehavior, as defined by TEC §37.007(c)*, while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)	*			
Total Incidents		9	*	0	*
Student Enrollment (Fall 2022 PEIMS Snapshot)		1,612	1,995	236	137
Incident Rate		0.6%	0.2%	0.0%	1.5%

TEA uses the mandatory expulsion incidents referenced in this table as the basis for identification of persistently dangerous schools and to create the identified campuses and “watch lists” referenced in the Unsafe School Choice Option Guidance Handbook posted on TEA's webpage at:

<https://tea.texas.gov/finance-and-grants/grants/essa-program/uscohandbook.pdf>

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

\* TEC §37.007(c) defines “serious misbehavior” as: (1) deliberate violent behavior that poses a direct threat to the health or safety of others; (2) extortion, meaning the gaining of money or other property by force or threat; (3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or (4) conduct that constitutes the offense of: (A) public lewdness under Section 21.07, Penal Code; (B) indecent exposure under Section 21.08, Penal Code; (C) criminal mischief under Section 28.03, Penal Code; (D) personal hazing under Section 37.152; or (E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.



## Bastrop ISD

### 2022-23 School Year Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by PEIMS/TSDS Action Reason Code (C165) (To comply with FERPA, data are masked with an asterisk (\*) if the number of students involved is less than 5)

Reason Code	Description	011901041	011901106	011901104	011901108
		BASTROP MIDDLE	CEDAR CREEK MIDDLE	BASTROP INT	CEDAR CREEK INT
11	Brought a Firearm to School - TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1)				
12	Unlawful Carrying of a Location-Restricted Knife under Penal Code 46.02 - TEC 37.007(a)(1) (Location-Restricted Knife - blade longer than 5.5 inches)				
14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)				
16	Arson – TEC §37.007(a)(2)(B)				
17	Murder, Capital Murder, Criminal Attempt to Commit Murder, Or Capital Murder – TEC §37.007(a)(2)(C)				
18	Indecency With A Child – TEC §37.007(a)(2)(D)				
19	Aggravated Kidnapping – TEC §37.007(a)(2)€				
29	Aggravated Assault under Penal Code §22.02 against a school district employee or volunteer – TEC §37.007(d)				
30	Aggravated Assault under Penal Code §22.02 against someone other than a school district employee or volunteer – TEC §37.007 (a)(2)(A)				
31	Sexual Assault under Penal Code §22.011 Or Aggravated Sexual Assault under Penal Code §22.021 against a school district employee or volunteer – TEC §37.007(d)				
32	Sexual Assault under Penal Code §22.011 or Aggravated Sexual Assault under Penal Code §22.021 against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A)	*			
36	Felony Controlled Substance Violation – TEC §37.007(a)(3)		*		
37	Felony Alcohol Violation – TEC §37.007(a)(3)				
46	Aggravated Robbery – TEC §37.007(a)(2)(F), TEC §37.007(C)-(D) (HB9680)				
47	Manslaughter – TEC §37.007(a)(2)(G)				
48	Criminally Negligent Homicide – TEC §37.007(a)(2)(H)				
49	Engages in Deadly Conduct - TEC §37.007(b)(3)				
57	Continuous Sexual Abuse of Young Child or Disabled Individual under §21.02 Penal Code – TEC §37.007(a)(2)(I)				
59	Serious Misbehavior, as defined by TEC §37.007(c)*, while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)			*	
Total Incidents		*	*	*	0
Student Enrollment (Fall 2022 PEIMS Snapshot)		929	1,039	780	932
Incident Rate		0.1%	0.1%	0.1%	0.0%

TEA uses the mandatory expulsion incidents referenced in this table as the basis for identification of persistently dangerous schools and to create the identified campuses and “watch lists” referenced in the Unsafe School Choice Option Guidance Handbook posted on TEA's webpage at:

<https://tea.texas.gov/finance-and-grants/grants/essa-program/uscohandbook.pdf>

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

\* TEC §37.007(c) defines "serious misbehavior" as: (1) deliberate violent behavior that poses a direct threat to the health or safety of others; (2) extortion, meaning the gaining of money or other property by force or threat; (3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or (4) conduct that constitutes the offense of: (A) public lewdness under Section 21.07, Penal Code; (B) indecent exposure under Section 21.08, Penal Code; (C) criminal mischief under Section 28.03, Penal Code; (D) personal hazing under Section 37.152; or (E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

## Bastrop ISD

### 2022-23 School Year Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by PEIMS/TSDS Action Reason Code (C165) *(To comply with FERPA, data are masked with an asterisk (\*) if the number of students involved is less than 5)*

Reason Code	Description	011901101	011901102	011901103	011901107	011901109	011901110
		EMILE EL	MINA EL	CEDAR CREEK EL	RED ROCK EL	BLUEBONNET EL	LOST PINES EL
11	Brought a Firearm to School - TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1)						
12	Unlawful Carrying of a Location-Restricted Knife under Penal Code 46.02 - TEC 37.007(a)(1) (Location-Restricted Knife - blade longer than 5.5 inches)						
14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)						
16	Arson – TEC §37.007(a)(2)(B)						
17	Murder, Capital Murder, Criminal Attempt to Commit Murder, Or Capital Murder – TEC §37.007(a)(2)(C)						
18	Indecency With A Child – TEC §37.007(a)(2)(D)						
19	Aggravated Kidnapping – TEC §37.007(a)(2)(E)						
29	Aggravated Assault under Penal Code §22.02 against a school district employee or volunteer – TEC §37.007(d)						
30	Aggravated Assault under Penal Code §22.02 against someone other than a school district employee or volunteer – TEC §37.007 (a)(2)(A)						
31	Sexual Assault under Penal Code §22.011 Or Aggravated Sexual Assault under Penal Code §22.021 against a school district employee or volunteer – TEC §37.007(d)						
32	Sexual Assault under Penal Code §22.011 or Aggravated Sexual Assault under Penal Code §22.021 against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A)						
36	Felony Controlled Substance Violation – TEC §37.007(a)(3)						
37	Felony Alcohol Violation – TEC §37.007(a)(3)						
46	Aggravated Robbery – TEC §37.007(a)(2)(F), TEC §37.007(C)-(D) (HB9680)						
47	Manslaughter – TEC §37.007(a)(2)(G)						
48	Criminally Negligent Homicide – TEC §37.007(a)(2)(H)						
49	Engages in Deadly Conduct - TEC §37.007(b)(3)						
57	Continuous Sexual Abuse of Young Child or Disabled Individual under §21.02 Penal Code – TEC §37.007(a)(2)(I)						
59	Serious Misbehavior, as defined by TEC §37.007(c)*, while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)						
<b>Total Incidents</b>		0	0	0	0	0	0
<b>Student Enrollment (Fall 2022 PEIMS Snapshot)</b>		797	777	1,074	696	750	695
<b>Incident Rate</b>		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

TEA uses the mandatory expulsion incidents referenced in this table as the basis for identification of persistently dangerous schools and to create the identified campuses and “watch lists” referenced in the Unsafe School Choice Option Guidance Handbook posted on TEA’s webpage at:

<https://tea.texas.gov/finance-and-grants/grants/essa-program/uscohandbook.pdf>

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District’s Student Code of Conduct and School Board Policies (both of which are available on the District’s webpage and at all campuses and at the District’s Central Administrative Offices).

\* TEC §37.007(c) defines “serious misbehavior” as: (1) deliberate violent behavior that poses a direct threat to the health or safety of others; (2) extortion, meaning the gaining of money or other property by force or threat; (3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or (4) conduct that constitutes the offense of: (A) public lewdness under Section 21.07, Penal Code; (B) indecent exposure under Section 21.08, Penal Code; (C) criminal mischief under Section 28.03, Penal Code; (D) personal hazing under Section 37.152; or (E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.



# **Bastrop ISD 2022 – 2023 Annual Report**

## **Section 6**

### **2020 – 2021 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education**

## **Report of 2020-2021 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2022**

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2020-2021 high school graduates who attended public four-year and two-year higher education in FY 2022. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2021, spring 2022, and summer 2022 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2022, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2022 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhighereddata.org/Interactive/HSCollLink>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

**Please note:** In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

**Texas High School Graduates from FY2021**  
**Enrolled in Texas Public or Independent Higher Education in FY 2022**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk	
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5		
BASTROP COUNTY									
	BASTROP ISD								
	011901001	BASTROP H S							
		Four-Year Public University	51	10	9	9	11	12	0
		Two-Year Public Colleges	37	7	5	7	9	4	5
		Independent Colleges & Universities	13						
		Not Trackable	22						
		Not Found	191						
		Total High School Graduates	314						
	011901002	CEDAR CREEK H S							
		Four-Year Public University	68	13	14	9	15	17	0
		Two-Year Public Colleges	49	18	9	2	10	6	4
		Independent Colleges & Universities	5						
		Not Trackable	26						
		Not Found	183						
		Total High School Graduates	331						
	011901005	COLORADO RIVER COLLEGIATE ACADEMY							
		Four-Year Public University	20	4	3	5	5	3	0
		Two-Year Public Colleges	7	3	1	2	1	0	0
		Independent Colleges & Universities	2						
		Not Trackable	2						
		Not Found	10						
		Total High School Graduates	41						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

**Texas High School Graduates from FY2021**  
**Enrolled in Texas Public or Independent Higher Education in FY 2022**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	011901022 GENESIS H S							
	Four-Year Public University	0						
	Two-Year Public Colleges	4						
	Independent Colleges & Universities	1						
	Not Trackable	12						
	Not Found	113						
	Total High School Graduates	130						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.



# **Bastrop ISD 2022 – 2023 Annual Report**

## **Section 7**

### **Progress of the District and Each Campus Toward Meeting Board-adopted HB 3 Goals**



# **HOUSE BILL 3**

# **BOARD GOALS & PLANS**

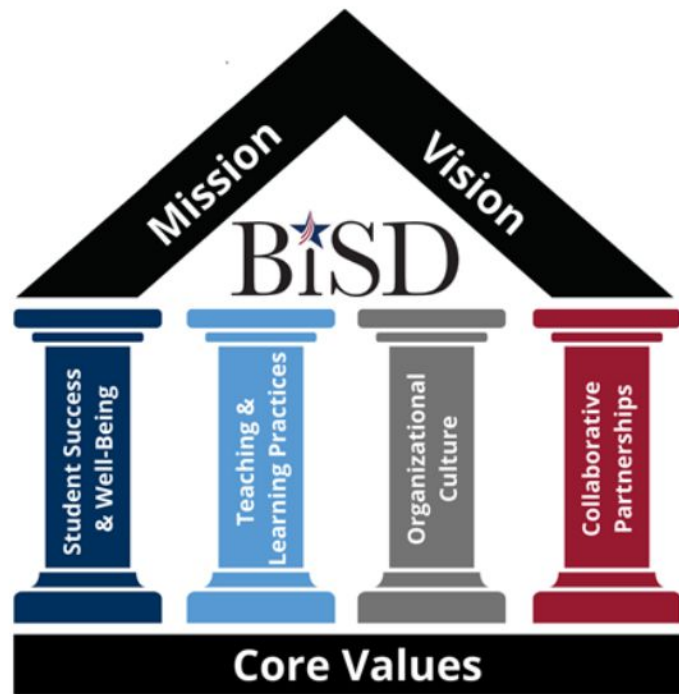
Amanda Brantley, Director of CCMR

Jennifer Eberly, Director of Elementary & Advanced Academics

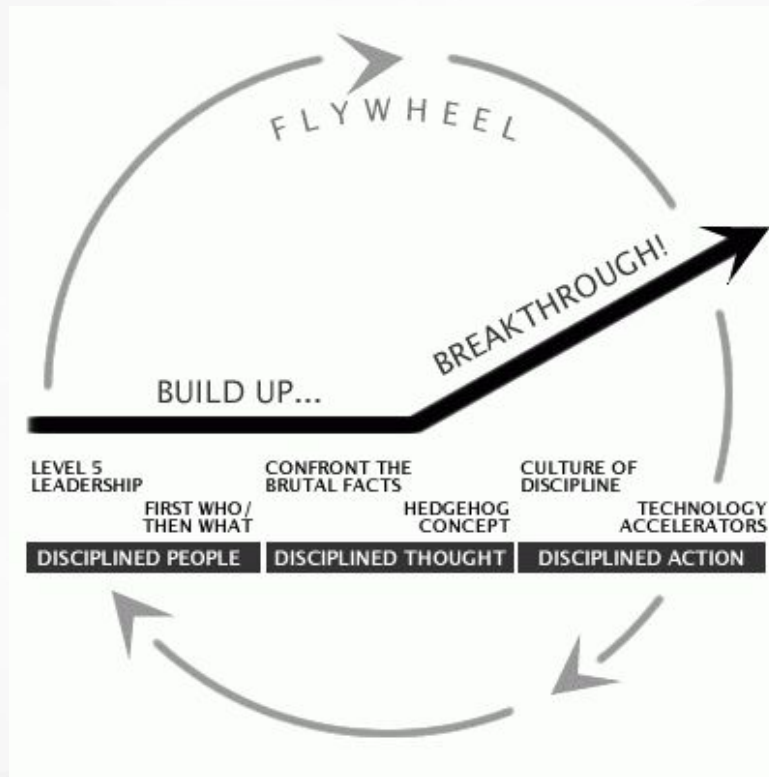
November 14, 2023



# BISD is moving from *Good to Great*



*Their Future is Our Focus.*



# College, Career, and Military Readiness



# College, Career, and Military Readiness

- ★ Campuses and districts demonstrate CCMR performance via indicators that measure graduates' preparedness for college, the workforce, or the military. Students can achieve readiness in any one of the following ways:

- ★ College ready:

- Meet criteria of 3 on AP examinations or 4 on IB examinations.
- Meet TSI criteria (SAT/ACT/TSIA/college prep course) in reading and mathematics.
- Complete a course for dual credit (nine hours or more in any subject or three hours or more in ELAR/mathematics).
- Earn an associate degree.
- Complete an OnRamps course in any subject and earn college credit.

- ★ Career ready:

- Earn an industry-based certification *and* complete a CTE program of study.
- Graduate with completed IEP and workforce readiness.
- Earn a Level I or Level II certificate.
- Graduate under an advanced degree plan and be identified as a current special education student.

- ★ Military ready:

- Enlist in the United States Armed Forces. \*returning for 2023 graduates and beyond

CCMR Indicator	Class of 2023	Class of 2024 (11/13/22)	Class of 2024 Goal
College Ready Score (SAT, ACT, TSIA) in <b>both</b> ELA and Math	23%	15%	25%
Advanced Placement Score of 3, 4, or 5	10%	14%	15%
Dual Credit (3 hours Math or ELA; 9 hours any subject)	18%	20%	25%
Industry-Based Certification	13%	8%	15%
Completed Associate Degree	4%	0%	4%

# CCMR Plan

- ★ Tailor student advising process and graduation plans to meet postsecondary goals, including preparation for industry-based certification, college entrance exams, Advanced Placement participation
- ★ Increase preparation for and access to college entrance testing, including school-day and/or Saturday testing for SAT and ACT
- ★ Expand opportunities for tutoring and testing on the Texas Success Initiative Assessment (TSIA)
- ★ Expand student opportunities to access dual credit courses through Austin Community College (ACC)

# CCMR Plan

- ★ Increase student college visits and targeted application, FAFSA, and enrollment training and help for students and families
- ★ Implement Career Academies through ACC to increase student opportunity to earn a Level I Certificate
- ★ Increase number of industry-based certification opportunities available to students, ensuring alignment to in-demand, high-wage occupations and Career and Technical Education programs of study

# Early Literacy and Math



# House Bill 3

- ★ The board of trustees of each LEA shall adopt and post their early childhood literacy and mathematics proficiency plans that set specific goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.



# 2024 Goals

- ★ The percent of 3rd grade students who score meets grade level or above on STAAR Math will increase 20% by June 2024.
- ★ The percent of 3rd grade students who score meets grade level or above on STAAR Reading will increase 20% by June 2024.

# Pre-K Math and Reading Goals

CIRCLE	BOY Benchmark 23-24	EOY Goal 23-24
Pre-K Math	65%	96%
Pre-K Reading	61%	72%

# Benchmark Progression mCLASS

Reading mCLASS Composite Score Benchmarks

DIBELS Composite Score											
332+	393+	450+	354+	424+	480+	361+	423+	474+	365+	427+	467+
331	392	449	353	423	479	360	422	473	364	426	466
<b>306</b>	<b>371</b>	<b>420</b>	<b>330</b>	<b>389</b>	<b>441</b>	<b>329</b>	<b>389</b>	<b>439</b>	<b>332</b>	<b>393</b>	<b>442</b>
305	370	419	329	388	440	328	388	438	331	392	441
280	356	406	321	377	427	316	373	421	314	377	424
279	355	405	320	376	426	315	372	420	313	376	423
200	200	200	200	200	200	200	200	200	200	200	200
B	M	E	B	M	E	B	M	E	B	M	E
Kindergarten			First grade			Second grade			Third grade		

# Reading Goals

MClass Reading	BOY Benchmark 22-23	EOY Benchmark 22-23	EOY Goal 23-24
Kinder	24%	55%	60%
First	36%	56%	70%
Second	38%	45%	72%
Third	44%	46%	80%

# Math Goals

MAP Math	BOY Benchmark 23-24	EOY Goal 23-24
Kinder	33%	49%
First	38%	54%
Second	42%	49%
Third	35%	45%

# Support Strategies

- ★ **Strategy 1:** Develop a literacy and math framework and vision that will guide instruction in Bastrop ISD.
- ★ **Strategy 2:** Train all staff in the Research Based Instructional Strategies in literacy and math.
- ★ **Strategy 3:** Implement High Quality Instructional Materials that focus on explicit, systematic phonics instruction and knowledge building in literacy and balancing procedural and conceptual concepts in math.

# Support Strategies

- ★ **Strategy 4:** Develop a team that will facilitate the Texas Reading Academies within the district to support the skillful implementation of literacy strategies.
- ★ **Strategy 5:** Utilize a new math screener that will give diagnostic information and growth to support the development of all students.
- ★ **Strategy 6:** Implement a professional learning plan that is grounded in the district approved High Quality Instructional Materials.



# Thank You!

Are there any questions?





# **Bastrop ISD 2022 – 2023 Annual Report**

## **Section 8**

### **TAPR Glossary**

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

## Cover Page

Currently, the TAPR does not include scale scores, A–F ratings, Distinction Designations, or Special Education Determination Status. The initial release does not include the Campus or District 2023 Accountability Reports. The issuance of the A–F ratings under 2023 rule is pending and subject to change.

**2023 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration)** (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

**STAAR:** A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

### Other Important Information:

*STAAR (with and without accommodations) and STAAR Alternate 2.* The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

*Spanish STAAR.* All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

*Rounding of STAAR results.* STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

*Masking.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2023/masking.html>.

## STAAR Performance (2022–23)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

## STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading and mathematics

Grade 5 – reading mathematics, and science

Grade 6 – reading and mathematics

Grade 7 – reading and mathematics

Grade 8 – reading, mathematics, science, and social studies

## End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

## Accelerated Testers:

SAT/ACT

*Percentage at Approaches Grade Level or Above.* The percentage of assessments that met or exceeded the Approaches Grade Level standard.

*Percentage at Meets Grade Level or Above.* The percentage of assessments that met or exceeded the Meets Grade Level standard.

*Percentage at Masters Grade Level.* The percentage of assessments that met the Masters Grade Level standard.

*STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics.* The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

*STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC.* The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

*STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC.* The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

*STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC.* The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

## Progress (Annual Growth, Accelerated Learning and STAAR Progress Measure)

*School Progress Domain—Annual Growth Score* is the percentage of improvement or growth students have made from year to year. For STAAR assessments (with or without accommodations), annual growth is measured by a transition table. Individual student growth is calculated as the change between Low Did Not Meet Grade Level, High Did Not Meet Grade Level, Low Approaches Grade Level, High Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance from the prior year to the current year.

*School Progress Domain—Accelerated Learning Score* is the percentage of students who earned Did Not Meet Grade Level in the prior year and were accelerated to Approaches Grade Level or above in the current year.

The above measures were used to determine the Annual Growth, Accelerated Learning and STAAR Progress in the Bilingual Education/ESL report.

## Bilingual Education/ESL

**Bilingual Education (BE):** Dual-language program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. This category includes the following:

- *BE Trans Early Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- *BE Trans Late Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.
- *BE Dual Two-Way.* Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.
- *BE Dual One-Way.* Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English,

# 2022–23 Texas Academic Performance Report

## (TAPR) Glossary

with at least half of the instruction delivered in the students' primary language for the duration of the program.

**English as a Second Language (ESL):** An English acquisition program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based.* An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.
- *ESL Pull-Out.* An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

**Alternative Language Program (ALP):** An alternative language program provided to emergent bilingual (EB) students/English learners (ELs) for whom the local education agency (LEA) does not have the appropriately certified teachers for the required bilingual education or English as a second language (ESL) program for the current school year. This category includes the following:

- *ALP Bilingual (Exception).* An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.
- *ALP ESL (Waiver).* An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA's submission of an ESL waiver application.

**Emergent Bilingual (EB) Students/English Learner (EL):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term "emergent bilingual student" replaced the term of "limited English proficient (LEP) student" used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of "English learner (EL)" used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS), the terms of "emergent bilingual" and "English learner" have been bridged as EB/EL. The term "English learner" is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as emergent bilingual (EB) students/English learners (ELs) whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB/non-EL students).
- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

## STAAR Participation (2022–23)

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate, and/or an SAT/ACT. The details on the participation categories are as follows:

*Assessment Participant:* 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, 4) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1 asylee/refugees and students with interrupted formal education (SIFEs), and 5) number of accelerated testers' EBRW SAT, ELA ACT assessments, ACT science, and mathematics SAT and ACT assessments.

- *Included in Accountability:* scored answer documents
  - ◆ *Accelerated Testers:* SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school
- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
  - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
  - ◆ *Other Exclusions.* The following answer documents were excluded from performance calculations:
    - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
    - ❖ Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
    - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

*Not Tested:* answer documents with score codes A or O or accelerated testers without an SAT/ACT assessment

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). STAAR Participation Rate is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (Data source: STAAR and TELPAS File)

## Attendance, Graduation, and Dropout Rates (2022–23)

**Attendance Rate:** The percentage of days that students were present based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

Attendance is calculated as follows:

**total number of days that students in grades 1–12 were present during the 2021–22 school year**

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**total number of days that students in grades 1–12 were in membership during the 2021–22 school year**

*(Data source: PEIMS 42400)*

**Chronic Absenteeism:** The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

**total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2021–22 school year**

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**total number of K–12 students enrolled for at least 10 days during the 2021–22 school year**

*(Data source: PEIMS 42400)*

**Annual Dropout Rate:** The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district

# 2022–23 Texas Academic Performance Report

## (TAPR) Glossary

- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

*Annual Dropout Rate (Gr 7–8).* This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2021–22 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2021–22 school year}}$$

*Annual Dropout Rate (Gr 9–12).* This includes grades 9 through 12. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9–12 during the 2021–22 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2021–22 school year}}$$

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2021–22](#) reports, available on the TEA website at [Completion, Graduation, and Dropout | Texas Education Agency](#).

For detailed information on data sources, see Appendix H in the [2023 Accountability Manual](#). (Data source: PEIMS 40203, 40110, 42400, and 42500)

**Longitudinal Rates:** The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2018–19. They are followed through their expected graduation with the Class of 2022.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2017–18. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2021.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2016–17. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2020.



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## Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2018–19 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2018–19 but takes 5 years to graduate (i.e., graduates in May 2023) is still part of the 2022 cohort; he or she is not switched to the 2023 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2022. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

### 4-Year Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2022 for the 2022 cohort.

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2022}}{\text{number of students in the 2022 cohort*}}$$

- (2) *Received TxCHSE*: For the 2022 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2022. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\text{number of students in the 2022 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2022 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\text{number of students in the 2022 cohort*}}$$

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- (4) *Dropped Out*: The percentage of the 2022 cohort who dropped out and did not return by the fall of the 2022–23 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\text{number of students in the 2022 cohort}^*}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2022 cohort. It is calculated as follows:

$$\frac{\text{number of students from the 2022 cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 31, 2022}}{\text{number of students in the 2022 cohort}^*}$$

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2022 cohort. It is calculated as follows:

$$\frac{\begin{array}{l} \text{number of students from the cohort who received a high school diploma by August 31, 2022} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 32, 2022} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year} \end{array}}{\text{number of students in the 2022 cohort}^*}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the four-year rates.

## 5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2022, for the 2021 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2022}}{\text{number of students in the 2021 cohort}^*}$$

- (2) *Received TxCHSE*: For the 2021 cohort, the percentage who received a TxCHSE certificate by August 31, 2022. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\text{number of students in the 2021 cohort}^*}$$

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- (3) *Continued High School*: The percentage of the 2021 cohort still enrolled as students in the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\text{number of students in the 2021 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2021 cohort who dropped out and did not return by the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\text{number of students in the 2021 cohort*}}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2022} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2022} \end{array}}{\text{number of students in the 2021 cohort*}}$$

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2022} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2022} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year} \end{array}}{\text{number of students in the 2021 cohort*}}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the five-year rates.

### 6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2022, for the 2020 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2022}}{\text{number of students in the 2020 cohort*}}$$

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- (2) *Received TxCHSE*: For the 2020 cohort, the percentage who received a TxCHSE certificate by August 31, 2022. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\text{number of students in the 2020 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2020 cohort still enrolled as students in the fall of the 2022–23 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\text{number of students in the 2020 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2020 cohort who dropped out and did not return by the fall of the 2022–23 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\text{number of students in the 2020 cohort*}}$$

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2020 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2022} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2022} \end{array}}{\text{number of students in the 2020 cohort*}}$$

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2020 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2022} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2022} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year} \end{array}}{\text{number of students in the 2020 cohort*}}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the six-year rates.

- \* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89

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or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

### *Additional Information about Federal Graduation Rates*

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus reports show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2018–19. They are followed through their expected graduation with the Class of 2022. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2022**

---

**number of students in the 2022 cohort \*\***

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2017–18. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2021. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2022**

---

**number of students in the 2021 cohort\*\***

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2016–17. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2020. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2022**

---

**number of students in the 2020 cohort\*\***

\*\* The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

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For further information on these rates, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2021-22](#). (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

**Graduation Program:** The percentage of students who graduated under one of the following programs:

**RHSP/DAP Graduates (Longitudinal Rate) (Class of 2022)** The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

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**number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP**

---

**number of graduates in the Class of 2022 with reported graduation plans  
(excludes graduates with FHSP graduation plans)**

**FHSP-E Graduates (Longitudinal Rate)** The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

---

**number of graduates in the Class of 2022 who complete a 4-year FHSP-E**

---

**number of graduates in the Class of 2022 with reported FHSP graduation plans**

**FHSP-DLA Graduates (Longitudinal Rate)** The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

---

**number of graduates in the Class of 2022 who complete a 4-year FHSP-DLA**

---

**number of graduates in the Class of 2022 with reported FHSP graduation plans**

**RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

---

**number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP or  
FHSP-E or FHSP-DLA**

---

**number of graduates in the Class of 2022 with reported graduation plans**

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**RHSP/DAP Graduates (Annual Rate) (2021–22)** The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

---

**number of graduates in SY 2021–22 reported with graduation codes for RHSP or DAP**

---

**number of graduates in SY 2021–22 with reported graduation plans (excludes graduates with FHSP graduation plans)**

**FHSP-E Graduates (Annual Rate) (2021–22)** The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

---

**number of graduates in SY 2021–22 who earn an FHSP-E**

---

**number of graduates in SY 2021–22 with reported FHSP graduation plans**

**FHSP-DLA Graduates (Annual Rate) (2021–22)** The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

---

**number of graduates in SY 2021–22 who earn an FHSP-DLA**

---

**number of graduates in SY 2021–22 with reported FHSP graduation plans**

**RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2021–22)** The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

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**number of graduates in SY 2021–22 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA**

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**number of graduates in SY 2021–22 with reported graduation plans**

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2020. See the [Texas Education Data Standards](#) for more information. (*Data source: PEIMS 40203*)

For additional information about graduation programs please see [https://tea.texas.gov/Academics/Graduation\\_Information/State\\_Graduation\\_Requirements](https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements).

## Graduation Profile (2022–2023)

**Annual Graduates:** The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2021–22 are also shown:

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- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: PEIMS 40203)

**Special Education:** The count and percentage of graduates served by special education programs. (Data source: PEIMS 41163)

**Economically Disadvantaged:** The count and percentage of graduates eligible for free or reduced-price lunch or eligible for other public assistance. (Data source: PEIMS 40100 and STAAR)

**number of graduates in the 2021–22 school year eligible for free or reduced-price lunch or other public assistance**

---

**total number of graduates in the 2021-22 school year**

**Emergent Bilingual (EB)/English Learner (EL):** The count and percentage of graduates whose primary language is other than English and who are in the process of acquiring English. The terms “Emergent Bilingual,” “English learner” and “Limited English Proficient” (LEP) are used interchangeably. (Data source: PEIMS 40110)

**At-Risk:** The count and percentage of graduates identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#). (Data source: PEIMS 40100)

**number of graduates in the 2021–22 school year considered as at risk**

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**total number of graduates in the 2021-22 school year**

**CTE Completers:** The count and percentage of graduates who completed and passed three or more Career and Technical Education (CTE) courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study. (Data source: PEIMS Course Completion Records)

## College, Career, or Military\* Readiness (CCMR) (2022–23)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

### College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The criteria for successful completion of a college prep course should be in alignment between



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- an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2022, SAT and ACT results through the July 2022 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*
  - 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
  - 4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*
  - 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

## Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunseting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. *(Data source: PEIMS 40100)*
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*
- 8) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA) *(Data source: PEIMS 40203 and 40110)*
- 9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*

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10) **\*Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard (*Data source: PEIMS 40203*)

*\*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces. Enlistment data reported in PEIMS for 2021 and 2022 annual graduates is included for indicators displaying military readiness.*

## College, Career, or Military Ready Graduates

**College, Career, or Military Ready (Student Achievement):** The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the nine criteria described in *College, Career, or Military Readiness*.

**Only College Ready:** The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*.

**Only Career/Military Ready:** The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, or 9 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness*.

## College Ready Graduates

**College Ready:** The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, or 9. (*Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010*)

**TSI Criteria Graduates:** The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA1 and/or TSIA2), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

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TSI Criteria						
TSIA1 and/or TSIA2		SAT		ACT		College Prep Course
>= ELAR criteria shown below	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English <b>and</b> >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	or	>=530 on Mathematics	or	>=19 on Mathematics <b>and</b> >=23 Composite	or	Complete and earn credit for mathematics college prep course

Subject	Assessment Version	Score Requirements for CCMR					
English Language Arts and Reading (ELAR)	TSIA1	Score $\geq$ 351 on Reading					
	TSIA2	Score $\geq$ 945 on the ELAR College Readiness Classification (CRC)	AND		Score $\geq$ 5 on the essay		
		OR					
		Score $<$ 945 on the ELAR CRC	AND	Score $\geq$ 5 on the diagnostic	AND	Score $\geq$ 5 on the essay	
	Combination	Score $\geq$ 945 on the ELAR CRC on the TSIA2	AND		Score $\geq$ 5 on the TSIA1 essay		
		OR					
		Score $<$ 945 on the ELAR CRC on the TSIA2	AND	Score $\geq$ 5 on the diagnostic on the TSIA2	AND	Score $\geq$ 5 on the TSIA1 essay	
	Mathematics	TSIA1	Score $\geq$ 350 on Mathematics				
TSIA2		Score $\geq$ 950 on the Mathematics CRC					
		OR					
		Score $<$ 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic			

The percentages are calculated as follows:

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## *English Language Arts.*

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

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number of 2021-22 annual graduates

## *Mathematics.*

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

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number of 2021-22 annual graduates

## *Both Subjects.*

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

---

number of 2021-22 annual graduates

## *Any Subject.*

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

---

number of 2021-22 annual graduates

**AP/IB Criteria Met in Any Subject:** The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

number of 2021-22 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

---

number of 2021-22 annual graduates

**Associate Degree:** The percentage of annual graduates who earned an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

number of 2021-22 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

---

number of 2021-22 annual graduates

**Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

number of 2021-22 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

---

Number of 2021-22 annual graduates

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**OnRamps Course Credits:** The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area (*Data source: OnRamps program*)

$$\frac{\text{number of 2021-22 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2021-22 annual graduates}}$$

## Career/Military Ready Graduates

**Career or Military Ready Graduates:** The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

**Approved Industry-Based Certification:** The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2023 Accountability Manual](#). (*Data source: PEIMS 48011*)

$$\frac{\text{number of 2021-22 annual graduates who earned an approved industry-based certification}}{\text{number of 2021-22 annual graduates}}$$

**Graduates with Level I or Level II Certificate:** The percentage of annual graduates who earned a level I or level II certificate (*Data source: THECB*)

$$\frac{\text{number of 2021-22 annual graduates who earned a level I or level II certificate}}{\text{number of 2021-22 annual graduates}}$$

**Graduates with Completed IEP and Workforce Readiness:** The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2023 Accountability Manual](#). (*Data source: PEIMS 40203*)

$$\frac{\text{number of 2021-22 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2021-22 annual graduates}}$$

**Graduates Under an Advanced Diploma Plan and be Identified as a Current Special Education Student:** The percentage of annual graduates under an advanced diploma plan and identified as a current special education student (*Data source: PEIMS 40203 and 42401*)

$$\frac{\text{number of 2021-22 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2021-22 annual graduates}}$$

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## CCMR-related Indicators (2022–23)

**TSIA Results (Graduates  $\geq$  Criterion) (Annual Graduates):** The percentage of annual graduates who met the TSI criteria on the TSIA1 and/or TSIA2 (*Data source: THECB and PEIMS 40203*)

*English Language Arts.*

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA}}{\text{number of 2021-22 annual graduates}}$$

*Mathematics.*

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics}}{\text{number of 2021-22 annual graduates}}$$

*Both Subjects.*

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics}}{\text{number of 2021-22 annual graduates}}$$

**Completed and Received Credit for College Prep Courses (Annual Graduates):** The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. (*Data source: PEIMS 43415*)

*English Language Arts.*

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2021-22 annual graduates}}$$

*Mathematics.*

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics}}{\text{number of 2021-21 annual graduates}}$$

*Both Subjects.*

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\text{number of 2021-22 annual graduates}}$$

**AP/IB Results (Participation) (Grades 11–12):** The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations or the International Baccalaureate's (IB) examinations. (*Data source: College Board and IB*)

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## *All Subjects.*

number of students in grades 11 & 12 in the 2021-22 school year who took at least one AP or IB examination

---

total students enrolled in grades 11 & 12

## *English Language Arts.*

number of students in grades 11 & 12 in the 2021-22 school year who took at least one AP or IB examination in  
ELA

---

total students enrolled in grades 11 & 12

## *Mathematics.*

number of students in grade 11 & 12 in the 2021-22 school year who took at least one AP or IB examination in  
mathematics

---

total students enrolled in grades 11 & 12

## *Science.*

number of students in grade 11 & 12 in the 2021-22 school year who took at least one AP or IB examination in  
science

---

total students enrolled in grades 11 & 12

## *Social Studies.*

number of students in grade 11 & 12 in the 2021-22 school year who took at least one AP or IB examination in  
social studies

---

total students enrolled in grades 11 & 12

*(Data source: College Board, IB, and PEIMS 40110)*

**AP/IB Results (Examinees >= Criterion) (Grades 11–12):** The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

## *All Subjects.*

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion

---

number of 11th and 12th graders with at least one AP or IB examination

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

## *English Language Arts.*

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in ELA

---

number of 11th and 12th graders with at least one AP or IB examination in ELA

## *Mathematics.*

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in mathematics

---

number of 11th and 12th graders with at least one AP or IB examination in mathematics

## *Science.*

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in science

---

number of 11th and 12th graders with at least one AP or IB examination in science

## *Social Studies.*

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in social studies

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number of 11th and 12th graders with at least one AP or IB examination in social studies

*(Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110)*

**AP/IB Results (11th & 12th Graders  $\geq$  Criterion):** The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

## *All Subjects.*

number of 11<sup>th</sup> and 12<sup>th</sup> graders in the 2021-22 school year with at least one AP or IB score at or above criterion

---

total students enrolled in 11<sup>th</sup> and 12<sup>th</sup> grades

**SAT/ACT Results (Annual Graduates):** Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. ACT and SAT scores are based on each student's highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

(1) *Tested:* The percentage of graduates who took either college admissions assessment:

number of 2021-22 graduates who took either the SAT or the ACT

---



# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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number of 2021–22 graduates reported

- (2) *At/Above Criterion for All Graduates*: The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 on the ACT composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

number of 2021–22 graduating examinees who scored at or above the criterion score  
on either the SAT or the ACT

---

number of 2021–22 graduates reported

**Average SAT Score (Annual Graduates)**: Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

- (1) *All Subjects*: The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2021–22 graduates who took the SAT

---

number of 2021–22 graduates who took the SAT

- (2) *English Language Arts and Writing*: The average score for the SAT evidence-based reading and writing. The maximum score is 800.

sum of SAT evidence-based reading and writing scores of all 2021–22 graduates who took the  
SAT

---

number of 2021–22 graduates who took the SAT

- (3) *Mathematics*: The average score for the SAT mathematics. The maximum score is 800.

sum of SAT mathematics scores of all 2021–22 graduates who took the SAT

---

number of 2021–22 graduates who took the SAT

(Data source: College Board and PEIMS 40203)

**Average ACT Score (Annual Graduates)**: Performance of annual graduates from all Texas public schools on the ACT Inc.’s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

- (1) *All Subjects*: The average score for the ACT composite. The maximum score is 36.

sum of ACT composite scores of all 2021–22 graduates who took the ACT

---

number of 2021–22 graduates who took the ACT

- (2) *English Language Arts*: The average score for the ACT English and reading combined. The maximum score is 36.

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

sum of ACT English and reading combined scores of all 2021-22 graduates who took the ACT

---

number of 2021-22 graduates who took the ACT

- (3) *Mathematics*: The average score for the mathematics ACT. The maximum score is 36.

sum of ACT mathematics scores of all 2021-22 graduates who took the ACT

---

number of 2021-22 graduates who took the ACT

- (4) *Science*: The average score for the science ACT. The maximum score is 36.

sum of ACT science scores of all 2021-22 graduates who took the ACT

---

number of 2021-22 graduates who took the ACT

## Other Postsecondary Indicators (2022–23)

*Advanced/Dual-Credit Course Completion (Grades 9–12)*: The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: (Data source: PEIMS 43415)

*Any Subject.*

number of students in grades 9–12 in 2021-22 who received credit for at least one advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one course in 2021-22

*English Language Arts.*

number of students in grades 9–12 in 2021-22 who received credit for at least one ELA advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one ELA course in 2021-22

*Mathematics.*

number of students in grades 9–12 in 2021-22 who received credit for at least one mathematics advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one mathematics course in 2021-22

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

*Science.*

number of students in grades 9–12 in 2021-22 who received credit for at least  
one science advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one science course in 2021-22

*Social Studies.*

number of students in grades 9–12 in 2021-22 who received credit for at least  
one social studies advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one social studies course in 2021-22

*(Data source: PEIMS 43415)*

**Graduates Enrolled in Texas Institution of Higher Education (TX IHE):** The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2020-21 school year who attended a public or independent  
college or university in Texas in the following academic year

---

number of graduates during the 2020-21 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.

*(Data source: THECB)*

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

## Student Information (2022–23)

Please note, the Enrollment section of this report was added beginning with 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year’s report to reports prior to 2020–2021, use the data displayed under Membership.

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**Enrollment:** Students reported as enrolled as of the last Friday in October (October 28, 2022).

**Membership:** Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

**Total Students:** The total number of public school students who were reported at any grade from early childhood education through grade 12. (*Data source: PEIMS 40110*)

**Students by Grade:** The count of students in each grade divided by the total number of students. (*Data source: PEIMS 40110*)

**Ethnic Distribution:** The number and percentage of students who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. (*Data source: PEIMS 40100, 30040, 30050, 30090*)

**Male/Female:** The number and percentage of students who are identified as male or female. (*Data source: PEIMS 40100*)

**Economically Disadvantaged:** The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

**number of students eligible for free or reduced-price lunch or other public assistance**

---

**total number of students**

(*Data source: PEIMS 40100 and TEA Student Assessment Division*)

**Non-Educationally Disadvantaged:** Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

**Section 504 Students:** The count and percentage of students identified as receiving section 504 services. (*Data source: PEIMS 40110*)

**Emergent bilingual students/English learner (EB/EL) :** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” (EL) and “Emergent Bilingual” (EB) are used interchangeably.

The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/ELs receive bilingual or English as a second language instruction. (*Data source: TELPAS file*)

**Students with Disciplinary Placements:** The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts

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report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

**number of students with one or more disciplinary placements**

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**number of students who were in attendance at any time during the school year**

For 2022–23, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. (*Data source: PEIMS 44425*)

**Students with Dyslexia:** The count and percentage of students identified with Dyslexia. (*Data source: PEIMS 40100*)

**Foster Care:** The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). (*Data source: PEIMS 40100*)

**Homeless:** The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term “homeless children and youths” —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(*Data source: PEIMS 40100*)

**Immigrant:** The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years.” The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

(*Data source: PEIMS 40100*)

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**Migrant:** The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

**Title I:** The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS 41461)*

**Military Connected:** The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

**At-Risk:** The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

**number of students in the 2022–23 school year considered as at risk**

---

**total number of students**

*(Data source: PEIMS 40110)*

### **Student by Instructional Program:**

The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9– 12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Data source: TSDS PEIMS 40110, 41163 and 41169)*

**Students with Disabilities by Type of Primary Disability:** The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

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- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

*(Data source: PEIMS 41163)*

**Mobility:** The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

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number of mobile students in 2021–22

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number of students who were in membership at any time during the  
2021–22 school year

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*

**Attrition Rate:** The percentage of students enrolled in fall 2021-22 who did not return to the same campus in the fall of 2022-23. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if the campus in which they were enrolled in 2021-22 did not offer the next grade they were expected to move into in 2022-23 or if they were at a campus in 2021-22 that was no longer active in 2022-23. Students who were retained in grade, including those in Grade 12, remained in the calculation.

Some campuses may not receive an attrition rate because all of their students are excluded from the attrition denominator due to their subsequent grade level not being offered at that campus in 2022-23.

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Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2022-23. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2021} - \text{number of students who returned in fall 2022}}{\text{number of students enrolled in fall 2021}}$$

Aggregations of campus denominators and numerators are created for district, region and state levels, and rates for each of those levels are calculated from these sums.

**Retention Rates by Grade:** The percentage of students in Texas public schools who enrolled in fall 2022 in the same grade in which they were reported for the last six-week period of the prior school year (2021–22).

$$\frac{\text{number of students enrolled in the same grade from one school year to the next}}{\text{number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools, 2021–22](#) available from TEA. (Data source: PEIMS 40110)

**Data Quality** (*not on campus profile*): The percentage of errors made by the district in the PEIMS Student Leaver Data.

**Percent of Underreported Students.** Underreported students are 7<sup>th</sup>–12<sup>th</sup> graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2021–22 the end of the school-start window was September 30, 2022)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2021–22 school year}}$$

(Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500)

**Class Size Averages by Grade and Subject:** The average class size by grade (elementary) or selected subjects (secondary classes).



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For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

*(Data source: PEIMS 30090)*

## Staff Information (2022–23)

**Total Staff:** The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS 30040, 30050, and 30090)*

**Professional Staff:** The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30040, 30050, and 30090)*

**Educational Aides:** The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

**Auxiliary Staff** *(not on campus profile):* The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities

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## (TAPR) Glossary

record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

**Librarians and Counselors (Headcount):** The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). *(Data source: PEIMS 30040, 30050, and 30090)*

**Total Minority Staff:** The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: PEIMS 30040, 30050, and 30090)*

**Teachers by Ethnicity and Sex:** The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

**Teachers by Highest Degree Held:** The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

**Teachers by Years of Experience:** The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30040, 30050, and 30090)*

**Number of Students per Teacher:** The total number of students divided by the total teacher FTE count. *(Data source: PEIMS 30040, 30050, and 30090)*

**Experience of Campus Leadership:** The average years of experience for principals and assistant principals.

*Average Years as Principal:* The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

*Average Years as Principal with District:* The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

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*Average Years as Assistant Principal:* The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

*Average Years as Assistant Principal with District:* The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

*(Data source: PEIMS 30050)*

**Average Years Experience of Teachers:** The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: PEIMS 30040, 30050, and 30090)*

**Average Years Experience of Teachers with District:** The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: PEIMS 30050)*

**Average Teacher Salary by Years of Experience (regular duties only):** Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30060)*

**Average Actual Salaries (regular duties only):** For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix B for lists of the PEIMS role IDs included in each category.

*Teachers.* Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

*Professional Support.* Therapists, nurses, librarians, counselors, and other campus professional personnel.

*Campus Administration (School Leadership).* Principals, assistant principals, and other administrators reported with a specific school ID.

*Central Administration (not on campus profile).* Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

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**Instructional Staff Percent** (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2021–22 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (*Data source: PEIMS 30040, 30050, and 30090*)

**Turnover Rate for Teachers** (*not on campus profile*): The percentage of teachers from the fall of 2021–22 who were not employed in the district in the fall of 2022–23. It is calculated as the total FTE count of teachers from the fall of 2021–22 who were not employed in the district in the fall of 2022–23, divided by the total teacher FTE count for the fall of 2021–22. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: PEIMS 30040 and 30090*)

**Staff Exclusions** (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

**Shared Services Arrangement (SSA) Staff** are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

**Contracted Instructional Staff** (*District and Campus Profiles*) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (*Data source: PEIMS 30055 and 30060*)

**Contracted Instructional Staff:** The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. (*Data source: PEIMS 30055*)

**Teacher Incentive Allotment (TIA):** The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2022-23 school year. (*Data source: Division of District Talent Systems*)

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## (TAPR) Glossary

**Teachers by Program** (*population served*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (*Data source: PEIMS 30040, 30050, and 30090*)

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## Appendix A

### Advanced Academic Courses

- All courses shown were for the 2020–21 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

### English Language Arts

Course Code	Course Name
I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

### Mathematics

Course Code	Course Name
A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)

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Course Code	Course Name
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL

## Technology Applications

Course Code	Course Name
03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

## Fine Arts

Course Code	Course Name
03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV

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Course Code	Course Name
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLES OF DANCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART: DRAWING PORTFOLIO
A3500400	AP STUDIO ART: 2-DIM DESIGN PORTF
A3500500	AP STUDIO ART: 3-DIM DESIGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

## Science

Course Code	Course Name
I3060001	IB SPORTS EXERCISES & HEALTH SCI ST LVL
I3060002	IB SPORTS EXERCISES & HEALTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESIGN II



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Course Code	Course Name
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

## Social Studies/History

Course Code	Course Name
A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL

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Course Code	Course Name
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

## Foreign Language

Course Code	Course Name
I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH

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## (TAPR) Glossary

Course Code	Course Name
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM

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## (TAPR) Glossary

Course Code	Course Name
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN

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Course Code	Course Name
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

## Career and Technical Education

Course Code	Course Name
N1100014	AP RESEARCH
N1130026	AP SEMINAR

## Other

Course Code	Course Name
N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III

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Course Code	Course Name
N1290318	GIFD & TAL IND STUD MENTOR IV

## Appendix B PEIMS Role Identifications (In Alphabetical Order by Label)

### CENTRAL ADMINISTRATORS

004.....Assistant/Associate/Deputy Superintendent  
 027.....Superintendent/CAO/CEO/President  
 061.....Asst/Assoc/Deputy Exec Director  
 062.....Component/Department Director  
 063.....Coordinator/Manager/Supervisor

### CAMPUS ADMINISTRATORS

003.....Assistant Principal  
 020.....Principal

### EITHER CENTRAL OR CAMPUS ADMINISTRATORS\*

012.....Instructional Officer  
 028.....Teacher Supervisor  
 040.....Athletic Director  
 043.....Business Manager  
 044.....Tax Assessor and/or Collector  
 045.....Director - Personnel/Human Resources  
 055.....Registrar  
 060.....Executive Director

### PROFESSIONAL SUPPORT STAFF

002 .....Art Therapist  
 005 .....Psychological Associate  
 006.....Audiologist  
 007.....Corrective Therapist

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008.....	Counselor
011.....	Educational Diagnostician
013.....	Librarian
015.....	Music Therapist
016.....	Occupational Therapist
017.....	Certified Orientation & Mobility Specialist
018.....	Physical Therapist
019.....	Physician
021.....	Recreational Therapist
022.....	School Nurse
023.....	LSSP/Psychologist
024.....	Social Worker
026.....	Speech Therapist/Speech-Lang Pathologist
030.....	Visiting Teacher/Truant Officer
032.....	Work-Based Learning Site Coordinator
041.....	Teacher Facilitator
042.....	Teacher Appraiser
054.....	Department Head
056.....	Athletic Trainer
058.....	Other Campus Professional Personnel
064.....	Specialist/Consultant
065.....	Field Service Agent
079.....	Other ESC Professional Personnel
080.....	Other Non-Campus Professional Personnel
100.....	Instructional Materials Coordinator
101.....	Legal Services
102.....	Communications Professional
103.....	Research/Evaluation Professional
104.....	Internal Auditor
105.....	Security
106.....	District/Campus Information Technology Professional
107.....	Food Service Professional
108.....	Transportation
109.....	Athletics
110.....	Custodial
111.....	Maintenance
112.....	Business Services Professional
113.....	Other District Exempt Professional Auxiliary
114.....	Other Campus Exempt Professional Auxiliary
115.....	Psychiatric Nurse
116.....	Licensed Clinical Social Worker
117.....	Licensed Professional Counselor
118.....	Licensed Marriage & Family Therapist
<b>TEACHERS</b>	
087.....	Teacher
047.....	Substitute Teacher
<b>EDUCATIONAL AIDES</b>	
033.....	Educational Aide
036.....	Certified Interpreter

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## **AUXILIARY STAFF**

Employment record, but no responsibility records.

\* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.